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Improving the validity of assessment results
for English language learners with disabilities

Accommodations for students with disabilities on state English language proficiency assessments: A review of 2011 state policies

By Laurene L. Christensen, Debra A. Albus, Kristin K. Liu, Martha Thurlow, and Aleksis Kincaid



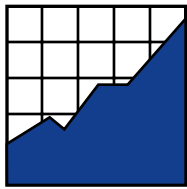
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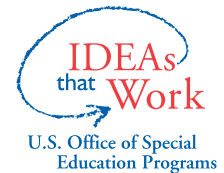
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Executive Summary

English language learners (ELLs) with disabilities are required to participate in all state and district assessments similarly to their peers without disabilities. This includes assessments used for the Elementary and Secondary Education Act (ESEA) Title I accountability purposes for demonstrating proficiency in academic content, assessments used for Title III purposes to measure yearly growth in English proficiency (in reading, writing, speaking, and listening), and other state and local assessments administered to all students.

This report documents states' participation and accommodation policies for ELLs with disabilities on their English Language Proficiency (ELP) assessments. The states' online policies from 2011, after state verification, showed that 49 states addressed participation criteria for ELLs with disabilities. Of these states, 36 states allowed for selective participation of students with disabilities on the ELP assessment, meaning that a student may participate in some domains but not others. Most often, ELLs who were deaf/hard of hearing or who had visual impairments or blindness were considered for selective participation.

Across states, policies varied with regard to whether an IEP or 504 plan was required to receive an accommodation. A total of 37 states mentioned that an IEP or 504 plan was required. However, five states did not require an IEP or 504 plan in order for an ELL to receive an accommodation on the ELP assessment. An additional nine states provided no policy information.

Specific accommodation policies also varied across states. The accommodations most often allowed were Large Print (N = 46) and Proctor/Scribe (N = 42). The most often prohibited accommodations were Bilingual Dictionary (N = 38) and Native Language Translation of Test (N = 35).

The summary of findings suggests that over time, states have become more detailed in their policies relating to participation and accommodations for ELLs with disabilities on ELP assessments. Continued attention to the participation and performance of ELLs with disabilities in ELP and other state assessments is essential.

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Overview

From 1992 to the present, NCEO reports have tracked the changes and impact of federal laws, such as the Individuals with Disabilities Education Act (IDEA) of 2004 and Title I of the No Child Left Behind (NCLB) Act of 2001, on the participation and inclusion of students with disabilities in state assessments with regard to participation options available to students and the accommodations that may or may not be used (Christensen, Braam, Scullin, & Thurlow, 2011; Christensen, Lazarus, Crone, & Thurlow, 2008; Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005; Lazarus, Thurlow, Lail, Eisenbraun, & Kato, 2006; Thurlow, Lazarus, Thompson, & Robey, 2002; Thurlow, Scott, & Ysseldyke, 1995a, 1995b; Thurlow, Seyfarth, Scott, & Ysseldyke, 1997; Thurlow, Ysseldyke, & Silverstein, 1993). These reports have focused on participation in regular content assessments (i.e., Reading/English Language Arts, Math, and Science) in state accountability systems. However, under Title I and III of NCLB, students with disabilities who are English language learners (ELLs) are also required to take annual state assessments measuring English language proficiency (ELP) in Reading, Writing, Listening, and Speaking.

Because the focus of ELP assessments is to measure levels of proficiency in English language skills across specific domains, as opposed to a focus on academic performance in regular content assessments that may not weigh language so heavily in the definition of the constructs being assessed, it is important for states to be particularly keen in developing their participation and accommodation policies for ELP assessments from both disability and linguistic perspectives. NCEO has highlighted this need in a report that analyzed the participation and accommodation policies for students with disabilities in ELP assessments (Albus & Thurlow, 2007; Albus & Thurlow, 2008). The cited reports analyzed accommodations using the categories of “indirect linguistic support” and “direct linguistic support” that had been put forth by the Center for Equity and Excellence in Education’s website and had been used in previous policy studies (Rivera & Collum, 2006). Although this current report does not use these linguistic categories in analyzing the data collected, we have drawn from linguistic and disability perspectives throughout the process of this study and in the interpretation of the policies.

A further difference from the previous report is that we decided to address two populations—Blind/Visually Impaired (VI) and Deaf/Hard of Hearing (HH)—in separate individual reports due to the unique needs of these low incidence populations (Christensen, Albus, & Liu, 2012a; Christensen, Albus, & Liu, 2012b). This report focuses on the broadest population of ELLs with disabilities on ELP assessments, and thus addresses participation and accommodations overall and includes more details than the other two individual reports.

Process Used to Review State Policies

A search for online state participation and accommodation policies for 2009-2010 English proficiency assessments occurred between October 2010 and March 2011. After policies for the 50 states and Washington, DC were collected, summary tables were created that included documents allocated for each state that addressed policies for ELLs and ELLs with disabilities, including participation options and decision-making criteria, accommodation decision-making criteria, guidelines for using accommodations, and policies by specific accommodation for Reading, Writing, Listening, and Speaking structured by accommodation categories used in past NCEO synthesis reports: Presentation, Response, Equipment, Scheduling, and Setting. After summary tables were in the final completion stages, a draft of tables with a cover letter was sent to states for feedback and verification.

Some accommodation policies were not available online publicly for all states. For example, for one state, an administration manual for a consortium-developed assessment was publicly available but it was not available on any of the other state websites. The data from this document along with information available at the consortium's website were sent for verification to leading staff for the consortium before being added to the finalized versions of the verification tables. If states in a consortium had slightly different policies from their consortium, these were noted during the verification process. One test administration manual was referenced during verification but the document was not provided to NCEO because of its proprietary nature, so the content was not verified and was not counted in this analysis.

Organization of Report

This report is divided into two sections. Section 1 presents information collected on participation. Section 2 presents a review of accommodation policies with individual subsections focused on the four domains of the ELP assessment: Reading, Writing, Speaking, and Listening. Unlike previous NCEO reports that reviewed accommodation policies, this report addresses the types of accommodations (e.g., presentation, response, etc.) within tables that focus on the domain because of the select number of accommodations being reviewed for the analysis. All assessment policies presented in figures and tables are from documents collected for the 2009-2010 year. Comparisons made to regular assessment policy in the Discussion are made with the 2008-2009 policy report (Christensen et al., 2011). Table A.1 in Appendix A contains more detailed information about the sources of information on state policies that are analyzed in this report.

Section 1: Participation Policies

We examined the participation options and criteria that are employed in states for decision making for students on the ELP assessment. This section covers participation options allowed by state policies to a regular ELP administration of an assessment and decision-making criteria for participation.

Additional Participation Options

Categories used in a previous NCEO report on participation policies and accommodations (Christensen et al., 2011) were used as the basis for categories in this report. Yet this report includes more categories to represent specific additional information found during the collection of policy documents for this project.

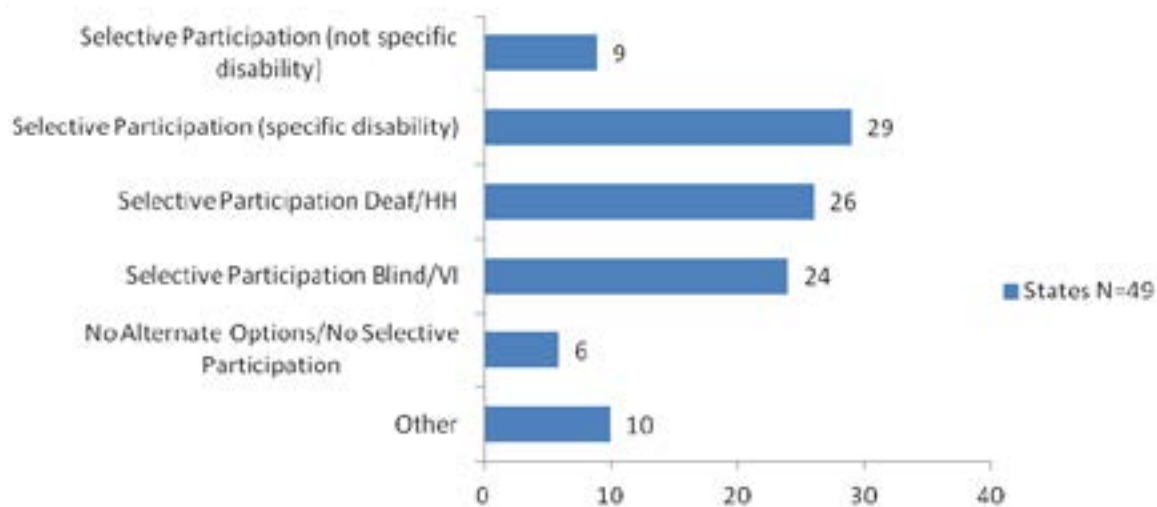
Typical ELLs participate in all domains of an ELP assessment (Reading, Writing, Listening, and Speaking) with or without accommodations. In addition, states may have policies that govern other ways of participating in an ELP assessment in part or as a whole.

Some state policies provide an option for students to take an alternate assessment for the whole ELP assessment, or for part of the assessment (e.g., for Listening and Speaking domains). Selective participation means a state policy allows some students to take certain parts of an assessment without being required to take others, such as taking a reading and writing test but not taking a listening and speaking one. Selective participation has been broken down further to account for states whose policies allow this participation option in general terms vs. a specific reference to a type of disability (e.g., Blind/Visually Impaired). Other state policies offer no alternate options and explicitly state that all students must participate in the whole assessment.

Figure 1 shows a summary of types of additional participation options for 49 of the total of 50 states and Washington, DC with collected policy information. In two states, participation policies were not publicly available online. For states where selective participation for certain student categories was allowed, such participation was allowed with no specific disability referenced in nine states and it was allowed with a specific reference to a category of disability in 29 states. Of these 29 states, Deaf/HH was referenced for the Listening domain in 26 states, Deaf/HH was referenced for the Speaking domain in 25 states, Blind/VI was referenced as a reason for selective participation for Reading and Writing in 24 states, and it was referenced for Listening and Speaking in 23 states. The “Other” category includes states in which an IEP team was authorized to decide whether all domains of a state’s ELP assessment are not appropriate for a student. Some information is not included in Figure 1. There was one state where an alternate way for assessing ELLs with disabilities on the ELP assessment was offered, in part or for the whole assessment, and one state where ELLs with the most significant cognitive disabilities were

allowed to have their ELL status changed based on IEP recommendations for ELP assessment participation. In six states, policies explicitly stated that there were no alternate options (i.e., no selective participation). In contrast, in 24 states, policies did not recommend that ELLs with the most significant cognitive disabilities participate fully in the ELP assessment. Also, states with plans to develop alternate assessments are not represented in Figure 1 because such plans are not currently implemented policies. However, we note that in states within the consortium (N=24) at the time of data collection for this report, the full implementation of an alternate version for the whole assessment (i.e., all domains) was scheduled for 2011-2012.

Figure 1. Summary of Types of Additional Participation Options

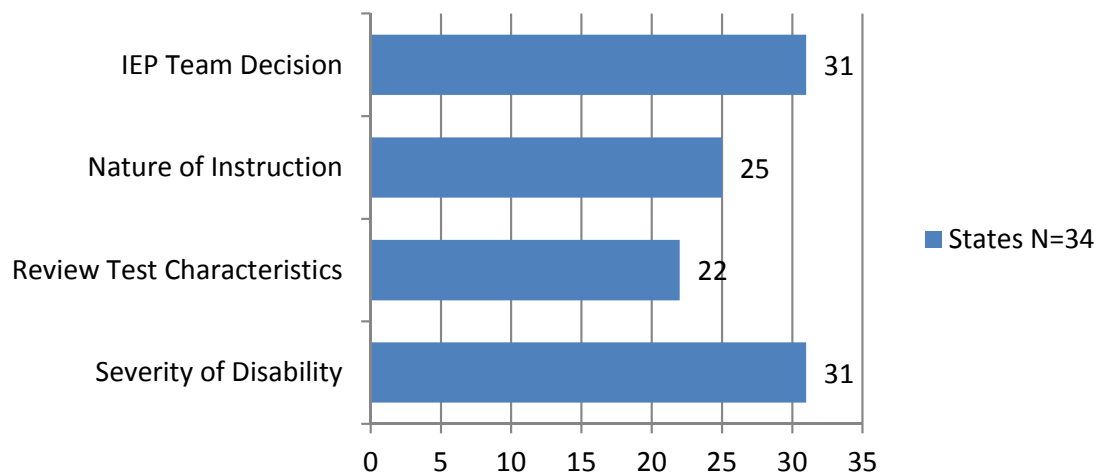


Please note that the categories of options in the figure overlap. The category Selective Participation (specific disability) includes those states that have Selective Participation Deaf/HH and Selective Participation Blind/VI.

Participation Decision-making Criteria Allowed

Figure 2 summarizes the decision-making criteria that states with policies (N=34) allowed in determining participation, including selective participation, on state ELP assessments. The criteria cited the most in the states were: Severity of Disability (N=31), IEP Team Decision (N=31), Nature of Instruction (N=25), and Review of Test Characteristics (N=22). Other criteria not included in Figure 2 and cited to a lesser degree were Parent Decision in one state, and in five states, policies addressed whether a foreign exchange student takes the ELP test, even though this was not necessarily a criterion to take the ELP assessment.

Figure 2. Participation Decision-making Criteria Allowed



Please note that these criteria are not mutually exclusive. Some states may have policies including one or more of these criteria.

Previous reports did not collect information on the number of items needed to be attempted by a student to count as a participant in an assessment. This report included a summary of this information found for ELP assessments. Policies in only two states included this level of detail in online documents. In these two states, policymakers took somewhat different approaches in defining the number of items needed to reach a threshold of participation. One state’s policy required only one multiple-choice response on its ELP assessment of Reading and Writing in order to be counted as a valid score. On the Listening and Speaking assessment in the same state, a teacher rating for each category was required for a valid score. Overall, an ELL would only be counted as not participating if the student had not attempted any of the domains assessed. The other state’s policy described a participation threshold in terms of a frustration level which applied when a student made five consecutive scores of a “0” or was obviously unable to respond to test prompts. If a student met this definition, the assessment could be stopped. The state policy gave further instructions on what to do for two levels of the Speaking assessment with regard to assessing the student individually or in a group, and in stopping the assessment and moving on to another modality, or domain, of the assessment. However, the state policy did not specify whether the scores were counted for accountability purposes.

Although some states’ policies did not address the number of items needed to be counted as a participant, in a few states, rubrics were used that appeared to include a low threshold for students to be counted with minimal ability as a “0.” Policies in another group of states indicated that even if a student attempted or completed at least one domain, but not all, the student’s score on the domains he or she did take would be suppressed and not counted for accountability because it would not be able to represent a composite score required by federal law. This contrasts with the examples of the two states where very low level ELLs may participate with a score that can be counted for each domain.

Of 48 states with participation information publicly available, in two states policies included specific information about the number of items required to be attempted in order to be counted as a participant.

Section 2: Accommodation Policies

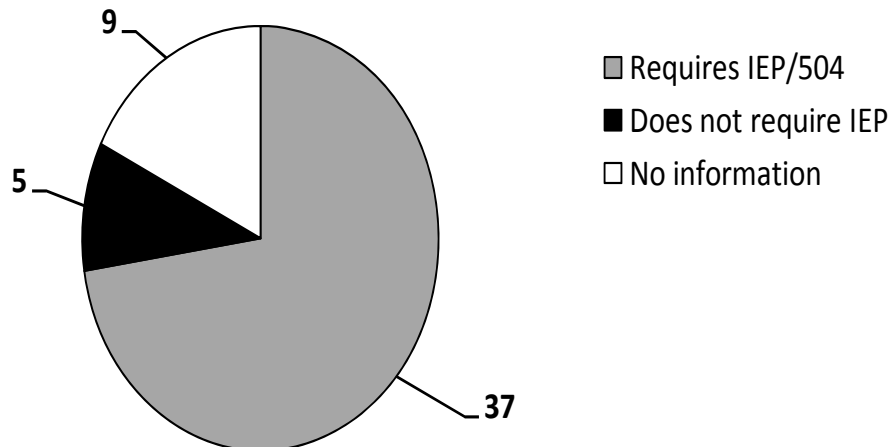
There were 47 states with accommodation policies available publicly online during our collection phase. In four states, there were no accommodation policies available on state websites or a consortium website that provided comparable accommodation policy information.

Populations Allowed Accommodations on ELP Assessment

This section addresses the accommodation policies available to those who were eligible to receive them on ELP assessments, with information by domain where this was available from state policy documents. Accommodations policies specified information related to domain in a total of 49 states. States varied in whether their policies allowed accommodations for ELLs with or without disabilities. Further, some practices that were allowed as accommodations in one state may have been available to students as general testing practices in another state. This should be considered when interpreting the information presented in this section, both for the criteria used for making decisions about accommodations and for individual accommodation policies summarized here.

Figure 3 shows the populations that were allowed to have accommodations on ELP assessments. Of the total of 50 states and Washington, DC, only in 37 states were ELLs with an IEP or 504 plan allowed to have an accommodation on any domain of a state ELP assessment. Five states had a policy that ELLs without an IEP or 504 plan were allowed to use one or more accommodations in one or more domains of an ELP assessment. In nine states, policy did not clearly address whether an ELL required an IEP or 504 plan to use an accommodation.

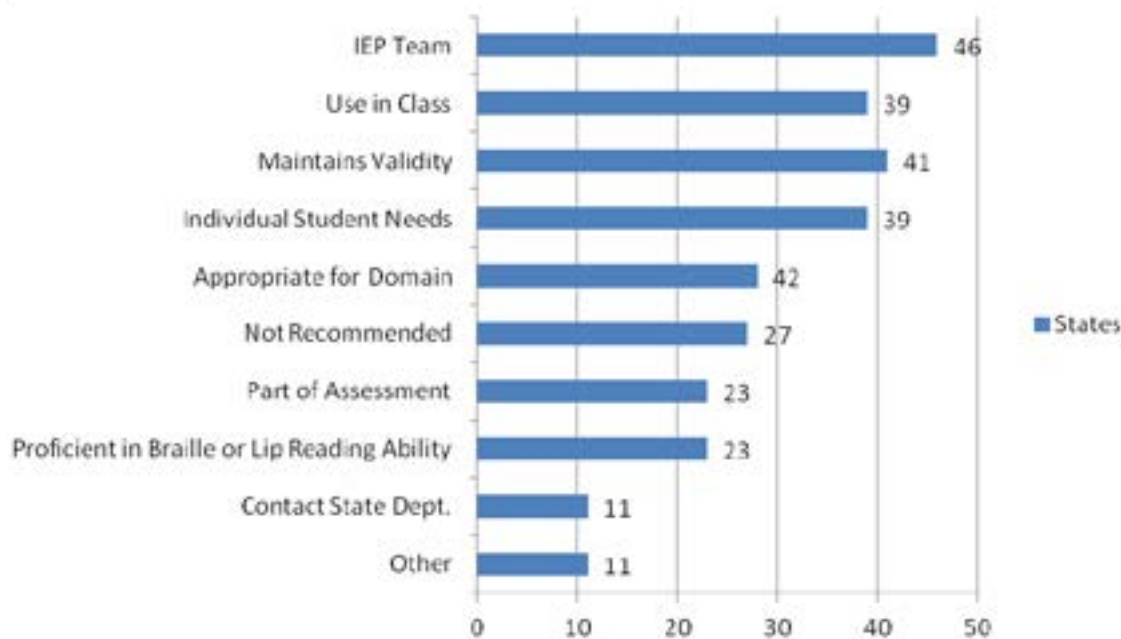
Figure 3. Accommodations Allowed Across States and Washington, DC (N=51)



Accommodation Decision-making Criteria Allowed

State policies specify different explicit criteria that are recommended for use in making accommodation decisions for ELLs and ELLs with disabilities on ELP assessments. Forty-six states in our analysis had policy information on decision-making criteria. Figure 4 shows that in all 46 states, policies mentioned IEP team decisions for determining accommodations. In 39 states, policies specified that it is required that accommodations be used for instruction. In 41 states, explicit directives about maintaining validity were offered. In 39 states, individual needs were mentioned. Other criteria mentioned in state policies included whether accommodations were appropriate for the domain (N=28), whether they were not recommended for students with severe disabilities (N=27), whether accommodations were already part of the assessment (N=23), and whether a student was proficient in Braille or in lip reading (N=23). In 11 states, it was mentioned that contacting the state’s department of education was necessary for queries about using accommodations not addressed in the state’s decision-making documents. In 11 states, policies also contained “Other” criteria including technology-related skills and rapid onset disabilities. In four additional states not included in Figure 4, policies specified how long a student would need to have used an accommodation in instruction to use it on the assessment, spanning from three months to a full school year.

Figure 4. Accommodation Decision-making Criteria that Are Allowed



Type of Accommodation and Impact of Use

The tables below show specific types of accommodations and the impact of use presented by the domains of Reading, Writing, Listening, and Speaking. Each table further categorizes the specific accommodations by their category: Presentation, Response, Equipment, Timing, Scheduling, and Setting. Each table is followed by definitions of the specified accommodations.

Reading: Presentation and Response

Table 1 summarizes state policies on Presentation and Response accommodations for the Reading domain. Under Presentation, the Large Print accommodation was allowed in 46 states. The more controversial accommodations—allowed in some states and prohibited in others—were the following: Braille (allowed in 40 states), Sign Interpret Directions (allowed in 36 states), Sign Interpret Questions (allowed in one state), Screen Readers (allowed in one state), and Native Language Translation of Directions (allowed in 28 states). The largest numbers of states that prohibited certain accommodations were 35 for Native Language Translation of Test, 32 for Sign Interpret Questions, 29 for Oral Reading of Test in Native Language, and 25 for Additional Examples. Please refer to Table B.7 in Appendix B for more details on state policies for accommodations.

Under Response, Proctor/Scribe was most commonly allowed (allowed in 42 states). Somewhat controversial accommodations—allowed in some states but prohibited in others—were: Sign Response (allowed in three states), Writing in Test Booklets (allowed in eight states), and Tape Recorders (allowed in 11 states). The largest numbers of states, where certain accommodations for Response were prohibited, were 38 for Bilingual Dictionary, 29 for Native Language Response, and 26 for Sign Response. Refer to Table B.8 in Appendix B for details.

Table 1. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Reading

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Presentation						
Additional Examples	0	0	0	0	0	25
Administration by Familiar Examiner	30	0	0	0	0	0
Braille	40	2	0	0	0	1
Directions Marked by Teacher	26	0	0	0	0	0
Large Print	46	0	0	0	0	0
Native Language Translation of Directions	28	0	1	0	0	7
Native Language Translation of Test	0	0	0	0	0	35

Table 1. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Reading (continued)

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Oral Reading of Test in Native Language	0	0	0	0	0	29
Prompt/Encourage Student	26	0	0	0	0	0
Read Aloud Directions	6	1	0	0	0	1
Read Aloud Questions	0	1	3	0	0	5
Repeat/Re-Read/Clarify Directions	36 ¹	0	0	0	0	1
Screen Reader/Text to Speech	1	0	1	0	0	3
Sign Interpret Directions	36	0	0	0	0	7
Sign Interpret Questions	1	0	3	1 ³	0	32
Student Reads Test Aloud	30	0	0	0	0	0
Tape Recorder	28	0	0	0	0	0
Visual Cues	4	0	0	0	0	1
Response						
Answer Orally	24	1	0	0	0	0
Bilingual Dictionary	0	0	1	0	0	38
Braille	4	1	0	0	0	0
Communication Device	11	0	0	1 ⁴	0	0
Computer or Machine	13	0	0	0	0	0
Help Navigate or Track Items/Place Answers Correctly	5	0	0	0	0	0
Native Language Response	0	0	1	1	0	29
Pointing	29	1	0	0	0	0
Proctor/Scribe	42	2	0	0	0	0
Sign Response	3	0	0	0	0	26
Spell Checker/Assistance	0	0	1	0	0	11
Tape Recorder	11	0	0	0	0	1
Write in Test Booklets	8	2 ²	0	0	0	1

^aA = Allowed with IEP or 504; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹Two states allowed only Repeat Directions, but not Clarify.

²One state allowed writing in booklets only for multiple choice questions, and another state only for a student needing it if taking online version of assessment at certain grades.

³One state allowed oral prompt parts of questions to be signed with implications.

⁴One state had implications for using a communication device if the student did not have an IEP.

Definitions:

Additional Examples = in response to student request for more information or clarification, test administrator can supply examples to assist the student.

Administration by Familiar Examiner = test is administered by someone the student is familiar with.

Table 1. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Reading (continued)

Answer Orally = student responds to the test orally.

Bilingual Dictionary = student is provided with a bilingual dictionary.

Braille = all parts of the assessment are presented in Braille.

Braille = device or computer that generates responses in Braille.

Communication Device = an alternative communication device to respond to the test items.

Computer or Machine = student responds through the use of a computer or other machine.

Directions Marked by Teacher = A teacher highlights, underlines, or otherwise marks test directions.

Help Navigate or Track Items/Place Answers Correctly = the test administrator or other assistant monitor's the placement of the student's responses on the answer sheet.

Large Print = all parts of the assessment are in print larger than the typically used.

Native Language Translation of Directions = Directions are translated into the student's native language.

Native Language Translation of Test = assessment is translated into the student's native language.

Proctor/Scribe = student responds verbally and a proctor or scribe then translates this to an answer sheet; for writing extended responses, specific instructions regarding spelling and punctuation may be included

Prompt/Encourage Student = test administrator may encourage or prompt the student to continue.

Read Aloud Directions = the directions portion of the assessment is read to the student.

Read Aloud Questions = assessment items are read to the student.

Repeat/Re-Read/Clarify Directions = directions may be clarified through restatement for the student.

Screen Reader/Text to Speech = use of software to deliver orally part or all of an assessment to a student.

Sign Interpret Directions = directions portion of the assessment presented to the student via sign language.

Sign Interpret Questions = assessment items presented to the student via sign language.

Sign Response = responses may be given by sign language to a sign language interpreter.

Student Reads Test Aloud = student reads directions and/or items aloud to self.

Tape Recorder = student responses are recorded on a tape recorder or similar recording device for transcription by a human scribe or proctor at a later time.

Visual Cues = additional visual cues are provided for students, such as arrows or stickers.

Reading: Equipment

Under the Equipment category, typical accommodations were allowed in a range of 6 to 39 states (Table 2). Magnification Equipment was allowed in 39 states, and Special Paper was allowed in 38 states. Audio/Video Equipment was allowed only in 6 states. Refer to Table B.9 in Appendix B for details.

Table 2. Number of Regular States' Impact of Use for Equipment Accommodations on Reading

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Equipment						
Magnification Equipment	39	0	0	0	0	0
Amplification Equip.	36	0	0	0	0	0
Light/Acoustics	31	0	0	0	0	0
Special Paper	38	0	0	0	0	0
Audio/Video Equip.	6	0	0	0	0	0
Noise Buffer	36 ¹	0	0	0	0	0
Adaptive or Special Furniture	34	0	0	0	0	0
Slant Board/Wedge	24	0	0	0	0	0
Color Overlay	25	0	0	0	0	0
Pencil Grip/Special Writing Tool	28	0	0	0	0	0
Magnet/Tape	26	0	0	0	0	0
Place Marker	27	0	0	0	0	0
Scratch Paper	0	2	0	0	0	1
Highlighter	28	0	0	0	0	0

^aA = Allowed with IEP or 504; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹ In one state, the noise buffer accommodation is allowed with audio for student with IEP, but is also allowed for any student without audio.

Definitions:

Adaptive/Special Furniture = any furniture the student requires (e.g., for sitting upright).

Amplification Equipment = equipment that increases the level of sound during the test (e.g., hearing aids).

Audio/Video Equipment = audio or video equipment.

Color Overlay = color overlay or shield.

Highlighter = student or teacher uses a highlighter.

Light/Acoustics = special lighting or acoustics are used.

Magnet/Tape = magnet or tape is used to hold student test in place.

Magnification Equipment = equipment that enlarges the print size of the test.

Noise Buffer = use of a noise buffer.

Pencil Grip/Special Writing Tool = special pencil grip or special writing tool.

Place Marker = marker for students place in test.

Table 2. Number of Regular States' Impact of Use for Equipment Accommodations on Reading (continued)

Scratch Paper = additional non-scorable paper.

Slant Board/Wedge = slant board or wedge.

Special Paper = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

Reading: Scheduling/Timing

Table 3 summarizes findings on state accommodation policies in the categories of Scheduling/Timing and Setting for the Reading domain. Under Scheduling/Timing for Reading, the Extended Time and With Breaks accommodations were allowed in the highest number of states (N=37), and the Time Beneficial to Student accommodation was allowed in the lowest number of states (N=13). Refer to Table B.10 in Appendix B for details.

Under Setting for Reading, Small Group was allowed in the highest number of states (N=40), while Minimize Distractions was allowed in the lowest number of states (N=7). Refer to Table B.11 in Appendix B for details.

Table 3. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Reading

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Scheduling/Timing						
Extended Time	37	0	0	0	0	0
Multiple Sessions	31	0	0	0	0	1
Over Multiple Days	30	0	0	0	0	3
Time Beneficial to Student	13	0	0	0	0	0
With Breaks	37	0	0	0	0	0
Setting						
Carrel	29	0	0	0	0	0
Individual	39	0	0	0	0	0
Minimize Distraction	7	0	0	0	0	0
Seat Location/ Proximity	32	0	0	0	0	0
Separate Room	34	0	0	0	0	0
Small Group	40	0	0	0	0	0
Sped/ESL/Bilingual Class	9	0	0	0	0	0
Student's Home/ Hospital	31	0	0	0	0	0

Table 3. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Reading (continued)

Definitions:

Extended Time = the student may take longer than the time typically allowed.

With Breaks = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

Multiple Sessions = administered at a time that is most advantageous to the student.

Over Multiple Days = administered over several days when the assessment is normally administered in one day.

Time Beneficial to Student = administered over several days when the assessment is normally administered in one day.

Carrel = the student is assessed while seated in a study carrel.

Individual = the student is assessed separately from other students.

Minimize Distractions = the student is assessed in a quiet environment.

Seat Location/Proximity = the student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

Separate Room = the student is assessed in a separate room.

Small Group = student assessed in small group separate from other students.

Sped/ESL/Bilingual Class = the student is assessed in the special education or English as a Second Language or Bilingual Class.

Student's Home/Hospital = the student is assessed in the student's home, usually when out of school for illness or other reasons, or is assessed in a hospital.

Writing: Presentation and Response

Table 4 summarizes state accommodation policies in the Writing domain for Presentation and Response. Under Presentation, 2 to 46 states allowed accommodations. Similar to Reading, the most commonly allowed accommodation was Large Print (allowed in 46 states), and the least commonly allowed one was Screen Reader/Text to Speech (allowed in 2 states). The more controversial accommodations—allowed in some states but prohibited in others—were: Braille (allowed in 40 states), Sign Interpret Directions (allowed in 36 states), Sign Interpret Questions (allowed in five states), and Native Language Translation of Directions (allowed in 28 states). Refer to Table B.12 in Appendix B for details.

Under Response, the most frequently allowed accommodations were Proctor/Scribe and Computer/Machine (both allowed in 38 states), and the least frequently allowed accommodation was Sign Response (allowed in 3 states). The controversial accommodations (allowed in some states but prohibited in others) were the following: Brailler (allowed in 4 states), Sign Response (allowed in 3 states), and Tape Recorder (allowed in 10 states). Refer to Table B.13 in Appendix B for details.

Table 4. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Writing

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Presentation						
Additional Examples	0	0	0	0	0	25
Administration by Familiar Examiner	30	0	0	0	0	0
Braille	40	2	0	0	0	1
Directions Marked by Teacher	26	0	0	0	0	0
Large Print	46	0	0	0	0	0
Native Language Translation of Test	0	0	0	0	0	34
Native Language Translation of Directions	28	0	1	0	0	7
Oral Reading of Test in Native Language	0	0	0	0	0	29
Prompt/Encourage Student	26	0	0	0	0	0
Read Aloud Directions	8	1	0	0	0	1
Read Aloud Questions	30	1	0	0	0	2
Repeat/Reread/Clarify Directions	36 ¹	0	0	0	0	1
Screen Reader/Text to Speech	2	0	1	0	0	2
Sign Interpret Directions	36	0	0	0	0	6
Sign Interpret Questions	5	0	2	0	0	30
Student Reads Test Aloud	29	0	0	0	0	0
Tape Recorder	4	0	0	0	0	24
Visual Cues	4	0	0	0	0	1
Response						
Answer Orally	0	1	0	0	0	24
Bilingual Dictionary	0	0	1	0	0	37
Braille	4	1	0	0	0	25
Communication Device	10 ²	0	0	0	0	0
Computer or Machine	38	0	0	0	0	0
Help Navigate or Track Items/Place Answers Correctly	4	0	0	0	0	0
Native Language Response	0	0	1	1	0	29

Table 4. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Writing (continued)

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Pointing	4	1	0	0	0	24
Proctor/Scribe	38	2	2	0	0	1
Sign Response	3	0	0	0	0	27
Spell Checker/Assistance	0	27	2	0	0	11
Tape Recorder	10	1	1	0	0	24
Write in Test Booklets	8	1 ³	0	0	0	1

^aA = Allowed with IEP or 504; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹Two states allowed only Repeat Directions, but not Clarify.

² If a student uses a communication device without an IEP there are implications for scoring.

³One state allowed writing in booklets only for multiple choice questions.

Definitions:

Additional Examples = in response to student request for more information or clarification, test administrator can supply examples to assist the student.

Administration by Familiar Examiner = test is administered by someone the student is familiar with.

Answer Orally = student responds to the test orally.

Bilingual Dictionary = student is provided with a bilingual dictionary.

Braille = all parts of the assessment are presented in Braille.

Brailier = device or computer that generates responses in Braille.

Communication Device = an alternative communication device to respond to the test items.

Computer or Machine = student responds through the use of a computer or other machine.

Directions Marked by Teacher = A teacher highlights, underlines, or otherwise marks test directions.

Help Navigate or Track Items/Place Answers Correctly = the test administrator or other assistant monitor's the placement of the student's responses on the answer sheet.

Large Print = all parts of the assessment are in print larger than the typically used.

Native Language Translation of Directions = Directions are translated into the student's native language.

Native Language Translation of Test = assessment is translated into the student's native language.

Proctor/Scribe = student responds verbally and a proctor or scribe then translates this to an answer sheet; for writing extended responses, specific instructions regarding spelling and punctuation may be included

Prompt/Encourage Student = test administrator may encourage or prompt the student to continue.

Read Aloud Directions = the directions portion of the assessment is read to the student.

Read Aloud Questions = assessment items are read to the student.

Repeat/Re-Read/Clarify Directions = directions may be clarified through restatement for the student.

Screen Reader/Text to Speech = use of software to deliver orally part or all of an assessment to a student.

Sign Interpret Directions = directions portion of the assessment presented to the student via sign language.

Sign Interpret Questions = assessment items presented to the student via sign language.

Table 4. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Writing (continued)

Sign Response = responses may be given by sign language to a sign language interpreter.

Student Reads Test Aloud = student reads directions and/or items aloud to self.

Tape Recorder = student responses are recorded on a tape recorder or similar recording device for transcription by a human scribe or proctor at a later time.

Visual Cues = additional visual cues are provided for students, such as arrows or stickers.

Writing: Equipment

For the Equipment category, Magnifier was the most commonly allowed accommodation (allowed in 38 states), and Audio/Video Equipment was allowed in the fewest states (allowed in 6 states). Table 5 summarizes these findings. Refer to Table B.14 in Appendix B for details.

Table 5. Number of Regular States' Impact of Use for Equipment Accommodations on Writing

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Equipment						
Adaptive Furniture	34	0	0	0	0	0
Amplification Equip.	35	0	0	0	0	0
Audio/Video Equip.	6	0	0	0	0	0
Color Overlay	25	0	0	0	0	0
Highlighter	28	0	0	0	0	0
Light/Acoustics	31	0	0	0	0	0
Magnet/Tape	26	0	0	0	0	0
Magnification Equipment	38	0	0	0	0	0
Noise Buffer	36 ¹	0	0	0	0	0
Pencil Grip/Special Writing Tool	28	0	0	0	0	0
Place Marker	27	0	0	0	0	0
Scratch Paper	0	2	0	0	0	1
Slant Board/Wedge	24	0	0	0	0	0
Special Paper	37	0	0	0	0	0

^aA = Allowed with IEP or 504; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited

¹ For one state, it is allowed with audio for student with IEP, but is also allowed for any student without audio.

Table 5. Number of Regular States' Impact of Use for Equipment Accommodations on Writing (continued)

Definitions:

- Adaptive/Special Furniture** = any furniture the student requires (e.g., for sitting upright).
- Amplification Equipment** = equipment that increases the level of sound during the test (e.g., hearing aids).
- Audio/Video Equipment** = audio or video equipment.
- Color Overlay** = color overlay or shield.
- Highlighter** = student or teacher uses a highlighter.
- Light/Acoustics** = special lighting or acoustics are used.
- Magnet/Tape** = magnet or tape is used to hold student test in place.
- Magnification Equipment** = equipment that enlarges the print size of the test.
- Noise Buffer** = use of a noise buffer.
- Pencil Grip/Special Writing Tool** = special pencil grip or special writing tool.
- Place Marker** = marker for students place in test.
- Scratch Paper** = additional non-scorable paper.
- Slant Board/Wedge** = slant board or wedge.
- Special Paper** = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

Writing: Scheduling/Timing and Setting

As shown in Table 6, among Scheduling/Timing accommodations for Writing, Extended Time was most commonly allowed (allowed in 37 states), and Time Beneficial to Student was least commonly allowed (allowed in 13 states). Refer to Table B.15 in Appendix B for details.

For Setting accommodations, Small Group was allowed in the highest number of states (N=39), and Minimize Distractions was allowed in the lowest number of states (N=6). Refer to Table B.16 in Appendix B for details.

Table 6. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Writing

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Scheduling/Timing						
Extended Time	37	0	0	0	0	0
Multiple Sessions	31	0	0	0	0	1
Over Multiple Days	29	0	0	0	0	2
Time Beneficial to Student	13	0	0	0	0	0
With Breaks	36	0	0	0	0	0

Table 6. Number of Regular States’ Impact of Use for Scheduling/Timing and Setting Accommodations on Writing (continued)

Setting						
Carrel	29	0	0	0	0	0
Individual	38	0	0	0	0	0
Minimize Distraction	6	0	0	0	0	0
Seat Location/ Proximity	32	0	0	0	0	0
Separate Room	34	0	0	0	0	0
Small Group	39	0	0	0	0	0
Sped/ESL Class	9	0	0	0	0	0
Student’s Home/ Hospital	31	0	0	0	0	0

Definitions

Carrel = the student is assessed while seated in a study carrel.

Extended Time = the student may take longer than the time typically allowed.

Individual = the student is assessed separately from other students.

Minimize Distractions = the student is assessed in a quiet environment.

Multiple Sessions = administered at a time that is most advantageous to the student.

Over Multiple Days = administered over several days when the assessment is normally administered in one day.

Seat Location/Proximity = the student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

Separate Room = the student is assessed in a separate room.

Small Group = student assessed in small group separate from other students.

Sped/ESL/Bilingual Class = the student is assessed in the special education or English as a Second Language or Bilingual Class.

Student’s Home/Hospital = the student is assessed in the student’s home, usually when out of school for illness or other reasons, or is assessed in a hospital.

Time Beneficial to Student = administered over several days when the assessment is normally administered in one day.

With Breaks = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

Listening: Presentation and Response

Table 7 summarizes the same select accommodations for the Listening domain. Under Presentation, Large Print was allowed in 44 states, Read Aloud Questions and Screen Reader/Text to Speech were each allowed in only 2 states. The more controversial accommodations—allowed in some states but prohibited in others—were: Braille (allowed in 38 states), Read Aloud Directions (allowed in 5 states), Read Aloud Questions (allowed in 2 states), Sign Interpret Directions (allowed in 38 states), and Sign Interpret Questions (allowed in 6 states). The numbers of states that prohibited certain accommodations were similar to those for Reading and Writing domains. Refer to Table B.17 in Appendix B for details.

Under Response, only 2 states allowed Sign Response, and 39 states allowed Proctor/Scribe. Accommodations that were allowed in some states and prohibited in others included Sign Response (allowed in 2 states), Proctor/Scribe (allowed in 39 states), and Tape Recorder (allowed in 10 states). Refer to Table B.18 in Appendix B for details.

Table 7. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Listening

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Presentation						
Additional Examples	0	0	0	0	0	25
Administration by Familiar Examiner	30	0	0	0	0	0
Braille	38	2	0	0	0	2
Directions Marked by Teacher	26	0	0	0	0	0
Large Print	44	0	0	0	0	1
Native Language Translation of Directions	28	0	1	0	0	7
Native Language Translation of Test	0	0	0	0	0	34
Oral Reading of Test in Native Language	0	0	0	0	0	29
Prompt/Encourage Student	26	0	0	0	0	0
Read Aloud Directions	5	1	0	0	0	1
Read Aloud Questions	2	1	0	0	0	3
Repeat/Reread/Clarify Directions	36 ¹	0	0	0	0	1
Screen Reader/Text to Speech	2	0	1	0	0	1
Sign Interpret Questions	6	0	1	0	0	30
Sign Interpret Directions	38	0	0	0	0	4
Student Reads Test Aloud	29	0	0	0	0	0
Tape Recorder	4	0	0	0	0	24
Visual Cues	4	0	0	0	0	1
Response						
Answer Orally	24	1	0	0	0	0
Bilingual Dictionary	0	0	1	0	0	37
Braille	4	1	0	0	0	0
Communication Device	10 ²	0	0	0	0	0
Computer or Machine	13	0	0	0	0	0
Help Navigate or Track Items/ Place Answers Correctly	4	0	0	0	0	0
Native Language Response	0	0	1	1	0	29

Table 7. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Listening (continued)

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Pointing	28	1	0	0	0	0
Proctor/Scribe	39	2	0	0	0	1
Sign Response	2	0	0	0	0	27
Spell Checker/Assistance	0	0	1	0	0	10
Tape Recorder	10	0	0	0	0	25
Write in Test Booklets	8	1 ³	0	0	0	0

^aA = Allowed with IEP or 504; AEL = Allowed for any student on assessment; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹Two states allowed only Repeat Directions, but not Clarify

² One state reported that if communication device used without IEP there are consequences.

³ One state allowed writing in booklets only for multiple choice questions

Definitions:

Additional Examples = in response to student request for more information or clarification, test administrator can supply examples to assist the student.

Administration by Familiar Examiner = test is administered by someone the student is familiar with.

Answer Orally = student responds to the test orally.

Bilingual Dictionary = student is provided with a bilingual dictionary.

Braille = all parts of the assessment are presented in Braille.

Braille = device or computer that generates responses in Braille.

Communication Device = an alternative communication device to respond to the test items.

Computer or Machine = student responds through the use of a computer or other machine.

Directions Marked by Teacher = A teacher highlights, underlines, or otherwise marks test directions.

Help Navigate or Track Items/Place Answers Correctly = the test administrator or other assistant monitor's the placement of the student's responses on the answer sheet.

Large Print = all parts of the assessment are in print larger than the typically used.

Native Language Translation of Directions = Directions are translated into the student's native language.

Native Language Translation of Test = assessment is translated into the student's native language.

Proctor/Scribe = student responds verbally and a proctor or scribe then translates this to an answer sheet; for writing extended responses, specific instructions regarding spelling and punctuation may be included

Prompt/Encourage Student = test administrator may encourage or prompt the student to continue.

Read Aloud Directions = the directions portion of the assessment is read to the student.

Read Aloud Questions = assessment items are read to the student.

Repeat/Re-Read/Clarify Directions = directions may be clarified through restatement for the student.

Screen Reader/Text to Speech = use of software to deliver orally part or all of an assessment to a student.

Sign Interpret Directions = directions portion of the assessment presented to the student via sign language.

Sign Interpret Questions = assessment items presented to the student via sign language.

Sign Response = responses may be given by sign language to a sign language interpreter.

Table 7. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Listening (continued)

Student Reads Test Aloud = student reads directions and/or items aloud to self.

Tape Recorder = student responses are recorded on a tape recorder or similar recording device for transcription by a human scribe or proctor at a later time.

Visual Cues = additional visual cues are provided for students, such as arrows or stickers.

Listening: Equipment

Equipment accommodations were mentioned in the policies of 6 to 38 states, depending on the accommodation. Magnification Equipment was mentioned in the highest number of states (allowed in 38 states), and Audio/Video Equipment was mentioned in the lowest number of states (allowed in 6 states). Refer to Table B.19 in Appendix B for details.

Table 8. Number of Regular States' Impact of Use for Equipment Accommodations on Listening

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Equipment						
Adaptive Furniture	34	0	0	0	0	0
Amplification Equip.	35 ¹	0	0	0	0	0
Audio/Video Equip.	6	0	0	0	0	0
Color Overlay	25	0	0	0	0	0
Highlighter	28	0	0	0	0	0
Light/Acoustics	31	0	0	0	0	0
Magnet/Tape	26	0	0	0	0	0
Magnification Equipment	38	0	0	0	0	0
Noise Buffer	36 ²	0	0	0	0	0
Pencil Grip/Special Writing Tool	28	0	0	0	0	0
Place Marker	27	0	0	0	0	0
Scratch Paper	0	2	0	0	0	1
Slant Board/Wedge	24	0	0	0	0	0
Special Paper	37	0	0	0	0	0

^aA = Allowed with IEP or 504; AEL = Allowed for any student on assessment; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹ Two states allowed Amplification Equipment without an IEP/504.

² For one state, the Noise Buffer is allowed with audio for a student with an IEP, but is also allowed for any student without audio.

Table 8. Number of Regular States’ Impact of Use for Equipment Accommodations on Listening (continued)

Definitions:

Adaptive/Special Furniture = any furniture the student requires (e.g., for sitting upright).

Amplification Equipment = equipment that increases the level of sound during the test (e.g., hearing aids).

Audio/Video Equipment = audio or video equipment.

Color Overlay = color overlay or shield.

Highlighter = student or teacher uses a highlighter.

Light/Acoustics = special lighting or acoustics are used.

Magnet/Tape = magnet or tape is used to hold student test in place.

Magnification Equipment = equipment that enlarges the print size of the test.

Noise Buffer = use of a noise buffer.

Pencil Grip/Special Writing Tool = special pencil grip or special writing tool.

Place Marker = marker for students place in test.

Scratch Paper = additional non-scorable paper.

Slant Board/Wedge = slant board or wedge.

Special Paper = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

Listening: Scheduling/Timing and Setting

Table 9 highlights accommodation policies for Scheduling/Timing and Setting for the Listening domain. Under Scheduling/Timing, Extended Time and With Breaks were most commonly allowed accommodations (each allowed in 37 states), while Time Beneficial to Student was least commonly allowed (allowed in 13 states). Refer to Table B.20 in Appendix B for details.

Under Setting, Small Group was allowed in the highest number of states (allowed in 39 states), and Minimize Distraction was allowed in the lowest number of states (allowed in 6 states). Refer to Table B.21 in Appendix B for details.

Table 9. Number of Regular States’ Impact of Use for Scheduling/Timing and Setting Accommodations on Listening

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Extended Time	37	0	0	0	0	0
Multiple Sessions	31	0	0	0	0	1
Over Multiple Days	29	0	0	0	0	3
Time Beneficial to Student	13	0	0	0	0	0
With Breaks	37	0	0	0	0	0

Table 9. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Listening (continued)

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Setting						
Carrel	29	0	0	0	0	0
Individual	38	0	0	0	0	0
Minimize Distraction	6	0	0	0	0	0
Seat Location/ Proximity	32	0	0	0	0	0
Separate Room	34	0	0	0	0	0
Small Group	39	0	0	0	0	0
Sped/ESL Class	9	0	0	0	0	0
Student's Home/ Hospital	31	0	0	0	0	0

Definitions

Extended Time = the student may take longer than the time typically allowed.

With Breaks = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

Multiple Sessions = administered at a time that is most advantageous to the student.

Over Multiple Days = administered over several days when the assessment is normally administered in one day.

Time Beneficial to Student = administered over several days when the assessment is normally administered in one day.

Carrel = the student is assessed while seated in a study carrel.

Individual = the student is assessed separately from other students.

Minimize Distractions = the student is assessed in a quiet environment.

Seat Location/Proximity = the student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

Separate Room = the student is assessed in a separate room.

Small Group = student assessed in small group separate from other students.

Sped/ESL/Bilingual Class = the student is assessed in the special education or English as a Second Language or Bilingual Class.

Student's Home/Hospital = the student is assessed in the student's home, usually when out of school for illness or other reasons, or is assessed in a hospital.

Speaking: Presentation and Response

Table 10 summarizes Presentation and Response accommodations for the Speaking domain. Under Presentation, Large Print was most commonly allowed (allowed in 42 states), and Screen Reader/Text to Speech and Teacher Marked Directions were least commonly allowed (each allowed in 2 states). Refer to Table B.22 in Appendix B for details.

Under the Response category, Proctor/Scribe and Computer or Machine were each allowed in 13 states, and Sign Response and Pointing were each allowed in only 3 states. Refer to Table B.23 in Appendix B for details.

Table 10. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Speaking

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Presentation						
Additional Examples	0	0	0	0	0	25
Administration by Familiar Examiner	30	0	0	0	0	0
Braille	38	2	0	0	0	2
Directions Marked by Teacher	2	0	0	0	0	0
Large Print	42	0	0	0	0	1
Native Language Translation of Directions	28	0	1	0	0	7
Native Language Translation of Test	0	0	0	0	0	34
Oral Reading of Test in Native Language	0	0	0	0	0	29
Prompt/Encourage Student	26	0	0	0	0	0
Read Aloud Directions	5	1	0	0	0	1
Read Aloud Questions	3	1	0	0	0	3
Repeat/Reread/Clarify Directions	36 ¹	0	0	0	0	1
Screen Reader/Text to Speech	2	0	1	0	0	1
Sign Interpret Directions	37	0	0	0	0	5
Sign Interpret Questions	5	0	1	0	0	31
Student Reads Test Aloud	3	0	0	0	0	0
Tape Recorder	4	0	0	0	0	24
Visual Cues	4	0	0	0	0	1
Response						
Answer Orally	0	1	0	0	0	0
Bilingual Dictionary	0	0	1	0	0	37
Braille	4	1	0	0	0	0
Communication Device	10 ²	0	0	0	0	0
Computer or Machine	13	0	0	0	0	0
Help Navigate or Track Items/ Place Answers Correctly	4	0	0	0	0	0
Native Language Response	0	0	1	1	0	29
Pointing	3	1	0	0	0	0
Proctor/Scribe	13	1	0	0	0	1

Table 10. Number of Regular States' Impact of Use for Presentation and Response Accommodations on Speaking (continued)

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Sign Response	3	0	0	0	0	26
Spell Checker/Assistance	0	0	1	0	0	10
Tape Recorder	9	0	0	0	0	25
Write in Test Booklets	7	1 ³	0	0	0	2

^aA = Allowed with IEP or 504; AEL = Allowed for any student on assessment; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹Two states allowed only Repeat Directions, but not Clarify.

²One state said if communication device used without IEP there are consequences.

³One state allowed writing in booklets only for multiple choice questions.

Definitions:

Adaptive/Special Furniture = any furniture the student requires (e.g., for sitting upright).

Amplification Equipment = equipment that increases the level of sound during the test (e.g., hearing aids).

Audio/Video Equipment = audio or video equipment.

Color Overlay = color overlay or shield.

Highlighter = student or teacher uses a highlighter.

Light/Acoustics = special lighting or acoustics are used.

Magnet/Tape = magnet or tape is used to hold student test in place.

Magnification Equipment = equipment that enlarges the print size of the test.

Noise Buffer = use of a noise buffer.

Pencil Grip/Special Writing Tool = special pencil grip or special writing tool.

Place Marker = marker for students place in test.

Scratch Paper = additional non-scorable paper.

Slant Board/Wedge = slant board or wedge.

Special Paper = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

Speaking: Equipment

For the Equipment category in the Speaking domain (Table 11), the most commonly mentioned accommodation was Magnification Equipment (mentioned in 38 states), and the least commonly mentioned accommodation was Audio/Video Equipment (mentioned in 6 states). Refer to Table B.24 in Appendix B for details.

Table 11. Number of Regular States' Impact of Use for Equipment Accommodations on Speaking

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Equipment						
Adaptive Furniture	34	0	0	0	0	0
Amplification Equip.	35 ¹	0	0	0	0	0
Audio/Video Equip.	6	0	0	0	0	0
Color Overlay	25	0	0	0	0	0
Highlighter	3	0	0	0	0	0
Light/Acoustics	31	0	0	0	0	0
Magnet/Tape	26	0	0	0	0	0
Magnification Equipment	38	0	0	0	0	0
Noise Buffer	36 ²	0	0	0	0	0
Pencil Grip/Special Writing Tool	28	0	0	0	0	0
Place Marker	27	0	0	0	0	0
Scratch Paper	0	2	0	0	0	1
Slant Board/Wedge	24	0	0	0	0	0
Special Paper	37	0	0	0	0	0

^aA = Allowed with IEP or 504; AEL = Allowed for any student on assessment; AC = Allowed in Certain Circumstances; AI = Allowed with Implications for Scoring; AC/AI = Allowed in Certain Circumstances, and there are Implications for Scoring; UA = Unique Aggregated; P = Prohibited.

¹ Two states allowed Amplification Equipment without an IEP/504.

² For one state, the Noise Buffer is allowed with audio for a student with an IEP, but is also allowed for any student without audio.

Definitions:

Adaptive/Special Furniture = any furniture the student requires (e.g., for sitting upright).

Amplification Equipment = equipment that increases the level of sound during the test (e.g., hearing aids).

Audio/Video Equipment = audio or video equipment.

Color Overlay = color overlay or shield.

Highlighter = student or teacher uses a highlighter.

Light/Acoustics = special lighting or acoustics are used.

Magnet/Tape = magnet or tape is used to hold student test in place.

Magnification Equipment = equipment that enlarges the print size of the test.

Noise Buffer = use of a noise buffer.

Pencil Grip/Special Writing Tool = special pencil grip or special writing tool.

Place Marker = marker for students place in test.

Scratch Paper = additional non-scorable paper.

Slant Board/Wedge = slant board or wedge.

Special Paper = any special paper, such as graph paper, scratch paper, wide-ruled paper, etc.

Speaking: Scheduling/Timing and Setting

Scheduling/Timing and Setting accommodations for Speaking are presented in Table 12. Under Scheduling/Timing, Extended Time and With Breaks were the most commonly allowed accommodations (each allowed in 37 states), while testing Over Multiple Days was least commonly allowed (allowed in 5 states). Refer to Table B.25 in Appendix B for details.

Under Setting, Individual and Small Group testing was allowed in the highest number of states (N=38), and Minimize Distractions was allowed in the lowest number of states (N=6). Refer to Table B.26 in Appendix B for details.

Table 12. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Speaking

Accommodation	Type of Accommodation/Impact of Use ^a					
	A	AC	AI	AC/AI	AC/UA	P
Scheduling/Timing						
Extended Time	37	0	0	0	0	0
Multiple Sessions	31	0	0	0	0	1
Over Multiple Days	5	0	0	0	0	27
Time Beneficial to Student	13	0	0	0	0	0
With Breaks	37	0	0	0	0	0
Setting						
Carrel	29	0	0	0	0	0
Individual	38	0	0	0	0	0
Minimize Distraction	6	0	0	0	0	0
Seat Location/ Proximity	32	0	0	0	0	0
Separate Room	34	0	0	0	0	0
Small Group	38	0	0	0	0	1
Sped/ESL Class	8	0	0	0	0	0
Student's Home/ Hospital	31	0	0	0	0	0

Definitions

Carrel = the student is assessed while seated in a study carrel.

Extended Time = the student may take longer than the time typically allowed.

Individual = the student is assessed separately from other students.

Minimize Distractions = the student is assessed in a quiet environment.

Multiple Sessions = administered at a time that is most advantageous to the student.

Over Multiple Days = administered over several days when the assessment is normally administered in one day.

Table 12. Number of Regular States' Impact of Use for Scheduling/Timing and Setting Accommodations on Speaking (continued)

Seat Location/Proximity = the student is assessed in a specifically designated seat location, usually in close proximity to the test administrator.

Separate Room = the student is assessed in a separate room.

Small Group = student assessed in small group separate from other students.

Sped/ESL/Bilingual Class = the student is assessed in the special education or English as a Second Language or Bilingual Class.

Student's Home/Hospital = the student is assessed in the student's home, usually when out of school for illness or other reasons, or is assessed in a hospital.

Time Beneficial to Student = administered over several days when the assessment is normally administered in one day.

With Breaks = time away from test allowed during tests typically administered without breaks, sometimes with conditions about when this can occur (e.g., not within subtests) and how long they can be.

Administration Guidelines

Of the 41 states with some type of administration guidelines provided, 34 had them specifically for scribes, five states had them for readers, four states had them for signing, one state had them for native language translation of directions, and 32 states had them for transcribers. The difference between scribes and transcribers is that scribes are with the student during testing and are assisting him or her in physically recording responses to assessment questions. Transcribers are persons who record answers from one response format into another format after the assessment has already been administered.

Accommodation Policies for Computer-based ELP Assessments

An increasing number of states changed policies to incorporate computer-based assessment delivery in recent years (Thurlow, Lazarus, Albus, & Hodgson, 2010), including the growing use of computers for delivering ELP assessments. In that report, two states were found to have publicly available information on a computer-based ELP assessment during the document collection phase for that analysis. Since that report, we found information on computer-based assessments for an additional state, where a computer-adaptive assessment for ELP was introduced in 2009-2010. It is important that, as state policies and practices shift to computer-based assessments, education specialists consider how the technology impacts accommodation policies (NCEO, 2011).

Table 13, based on Table B.28 in Appendix B, shows the states with computer-delivered ELP tests by select accommodations. It draws from the previous tables showing different impacts and use of accommodations across domains by states. Large Print was allowed for all domains in one state, and it was allowed for Reading and Writing only in another state. There was no information on this accommodation in the third state's policy documents. Braille was not allowed

for any domain in two states, and one state offered no information on this accommodation. For a related accommodation, Braille, one state’s policy reflected that it was not available for any domain, and the other two states’ policies contained no information on its use. There was no consensus on signing directions with regard to online ELP assessments. A few other accommodations included in this chart had specific notes, with at least one state policy indicating there was a difference in the administration of an accommodation based on online or paper version of an ELP assessment. For Writing in Test Booklets, one state’s policy allowed it for one or more domains, one state’s policy allowed this for its paper version only, and one state’s policy offered no information. For Scratch Paper, the accommodation was allowed with its online version only in one state, and two states offered no information. For Photocopies, one state’s policy allowed it on its paper version, and two states’ policies contained no information about it. Manipulating test materials, including moving a mouse for a student, was allowed in two states across all domains and one state’s policy contained no information about the accommodation.

In one state, an online assessment was administered for all domains of its ELP assessment, and a skill rubric was offered to describe the access skills required for students to be able to participate on the online assessment by domain. Table 14 is a reproduction of the rubric from the state’s Test Administration Manual 2010-2011, Appendix H Requirements for ELP Assessment Administration document.

Table 13. Comparison of Policies Across States with Online ELP Assessments

Accommodation	Allowed for all domains	Allowed for one or more domains	Not available for any domain	Allowed for paper or computer version only for one or more domains	Not allowed for any domain	No information
Amplification	2	1	0	0	0	0
Braille	0	0	0	0	2	1
Braille	0	0	1	0	0	2
Large Print	1	1	0	0	0	1
Magnification Equipment	1	2	0	0	0	0
Manipulating Test Materials for Students (e.g., move mouse)	2	0	0	0	0	1
Photocopies	0	0	0	1 ²	0	2
Read Aloud Directions	0	1	0	0	0	2
Read Aloud Questions	0	1	0	0	0	2
Scratch Paper	0	0	0	1	0	2
Screen Reader/Text to Speech	0	0	0	0	1	2

Table 13. Comparison of Policies Across States with Online ELP Assessments (continued)

Accommodation	Allowed for all domains	Allowed for one or more domains	Not available for any domain	Allowed for paper or computer version only for one or more domains	Not allowed for any domain	No information
Sign Interpret Directions	1	1	0	0	1	0
Sign Interpret Questions	0	0	1	0	0	2
Sign Response	0	1	1	0	0	1
Visual Cues	1	0	0	0	0	2
Writing in Test Booklets	0	1	0	11	0	1

¹Writing in Test Booklets is not allowed for students taking a paper version of the Reading, Writing, or Listening domains except for in certain grades.

²One state allowed Photocopies of the test in grades 2-12 on the reading test only.

Definitions:

Amplification Equipment = equipment that increases the level of sound during the test (e.g., hearing aids).

Braille = all parts of the assessment are presented in Braille.

Braille = device or computer that generates responses in Braille.

Large Print = all parts of the assessment are in print larger than the typically used.

Magnification Equipment = equipment that enlarges the print size of the test.

Manipulating Test Materials for Students = test administrator turns pages and re-oriens test for student.

Photocopies = photocopies of test.

Read Aloud Directions = the directions portion of the assessment is read to the student.

Read Aloud Questions = the assessment items are read to the student.

Screen Reader/Text to Speech = use of software to deliver orally part or all of an assessment to a student.

Scratch Paper = additional non-scorable paper.

Sign Interpret Directions = directions portion of the assessment presented to the student via sign language.

Sign Interpret Questions = assessment items presented to the student via sign language.

Sign Response = responses may be given by sign language to a sign language interpreter.

Visual Cues = additional visual cues are provided for students, such as arrows or stickers.

Table 14. Technology Skills Needed for ELP Assessment Access

Grade Group	Listening	Speaking	Reading	Writing
K-1	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click/ drag mouse skills or keyboard navigation skills
2-3	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click/ drag mouse skills or keyboard navigation skills
4-5	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click/drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, and sentences
6-8	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click/drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, sentences and paragraphs
9-12	Point and click mouse skills or keyboard navigation skills	Speak into a microphone. Point and click mouse skills or keyboard navigation skills	Point and click mouse skills or keyboard navigation skills	Point and click/ drag mouse skills (or keyboard navigation skills) and keyboard words, phrases, sentences and paragraphs

Discussion

Participation Policies

The majority of the 50 states and Washington, DC (N=51) offered policy information online for their ELP assessments (N=49). Only two states did not have participation policies publicly available online.

In a little over half of the states, options for regular participation on all domains of an ELP assessment were allowed. Among state policies allowing selective participation or allowing a student not to participate in all domains of an ELP assessment, policies in 9 states allowed this

for ELLs without reference to a specific disability category, and policies in 29 states allowed it for ELLs identified as having a specific category of disability. Of the 29 states where policies allowed it for a specific disability, policies in a maximum of 26 states allowed it for Deaf/HH on the Listening domain, and policies in a maximum of 24 states allowed it for Blind/VI on Reading and Writing. In three additional states, the term specific disability was used but not referenced. Policy in one other state allowed an alternate way for assessing regulations for ELLs with disabilities on the ELP assessment, in part or for the whole assessment.

State policies with decision-making criteria about participation available online tended to be very similar to each other. The criteria cited the most in states were: Severity of Disability (N=31), IEP Team Decision (N=31), Nature of Instruction (N=25), and Review of Test Characteristics (N=22). The participation of ELLs with the most significant cognitive disabilities was addressed by a number of state policies in different ways. One state's policy allowed ELLs with significant cognitive disabilities to have their ELL status changed in order to allow selective participation for the entire test based on IEP decision and severity of disability, and 24 states' policies did not recommend all parts of their ELP assessments for ELLs with the most significant cognitive disabilities. In answer to these concerns, a large consortium of states planned to have a new alternate ELP assessment for all domains fully implemented for 2011-2012. This option is designed for students who typically take a state's alternate assessment based on alternate achievement standards for the regular content assessment.

Accommodation Policies

It is important to interpret the tables and this discussion of specific accommodation policies with the understanding that the number of states that allows an accommodation is dependent on that state's policy identifying a certain practice as an accommodation. Policies in many states allow or have built various testing practices into regular test administration and do not consider them accommodations (e.g., Native Language Translation of Directions is not considered an accommodation in one state, etc.). Thus, those practices are not highlighted in our analysis because we focused on what states consider to be an accommodation over and beyond regular testing practices.

Large Print and Braille

Large Print policies were generally consistent across states, with policies in all but one of the states that addressed it allowing its use across domains. The one state that prohibited it did so for Listening and Speaking. For Braille, 40 states allowed this accommodation across domains, including states in a large ELP assessment consortium. The consortia did not recommend its use on its assessment. Its use for Listening and Speaking was prohibited only in one state. We note here that a recent study (Stone, Cook, Laitusis, & Cline, 2010), supported the use of large print

and Braille for improving accessibility and validity on an English language arts assessment. But a similar study on the accessibility and validity of its use on English language proficiency assessments, where language is being assessed in contrast to English as a content area language, has not been published. In regular assessment policies for Braille (Christensen et al., 2011), its use was allowed in 47 states without restrictions. This is comparable to policies in the 40 states that allow its use for ELP assessments. In the previous report on ELP policies (Albus & Thurlow, 2007), Large Print was allowed in 17 states and Braille was allowed across domains in 6 states. The comparison with past ELP policies indicates more acceptance for these accommodations on ELP assessments in current policies.

There was a handful of states where Braille for student responses were allowed. Policies in all of the 25 states that prohibited Braille did so for the Writing domain only, but there were 4 states where policies allowed this accommodation and one other state where it was allowed in certain circumstances across domains. This contrasts with regular assessment policies where Braille for responses was allowed in 39 states (Christensen et al., 2011), and it was not prohibited in any state. According to the previous ELP assessment policy report, Braille was allowed across domains in 3 states, and it was prohibited for one or more domains in 7 states. Policies in 6 of the states that prohibited it did so for Writing specifically. The comparison with the previous ELP policy report (Albus & Thurlow, 2007) shows that policies in more states now prohibit Braille for writing than before.

Read Aloud Directions and Questions

Reading aloud questions typically has been more controversial than reading directions aloud, depending on the domain for which it is used (Albus & Thurlow, 2007), so the numbers of states where these accommodations were allowed or prohibited should be interpreted carefully. The low number of states where assessment policies address reading directions aloud may be due to this accommodation already being part of the design of ELP assessments or it being allowed as a best practice for the general administration. In contrast, the 30 states' policies that allowed questions in the test to be read aloud were almost entirely the state policies that allowed this accommodation for the Writing domain only. Only 3 states allowed it for Listening, Speaking, and Reading.

In the previous policy report on regular assessments (Christensen et al., 2011), authors noted that more states allowed Sign Interpret Questions (N=18) without restriction than the read aloud questions accommodation (N=3). In ELP assessment policies, there were fewer states that allowed read aloud of questions (N=9) compared to Sign Interpret Questions (5 to 7) across domains, except for Writing. In the Writing domain, there was a much larger number (N=32) that allowed reading questions aloud than Sign Interpret Questions across any domain. In the regular assessment policies, the Read Aloud Questions accommodation was allowed by poli-

cies in more states in 2008-09 than in 2004-05, so it is uncertain whether future policies will continue the trend of allowing these accommodations selectively for Writing, or will allow them more broadly across domains.

In the previous ELP assessment policy report, 4 states allowed Read Aloud Directions across all domains, 2 states allowed it with implications for scoring, and 1 state prohibited it for one or more domains. The current report showed a similar number of states (4-8) that allowed Reading Directions, and the numbers of states that allowed it with implications and that prohibited it were also about the same. For Read Aloud Questions in the previous ELP policy report, 5 states allowed it across all domains, 3 states allowed it for one or more but not all domains, 4 states allowed it with implications, and 2 states prohibited it for one or more domains. Thus, the current number of states allowing Read Aloud Questions (N=30) for the Writing domain indicates a sharp rise, with only a few states allowing it in Listening and Speaking.

Magnification Equipment

Policies in 38 to 39 states allowed magnification equipment across domains. This was somewhat fewer than the 48 states that allowed this accommodation for regular assessments (Christensen et al., 2011). It is possible that in other states, using magnification equipment is built into their regular assessments or that it is considered to be a best practice and not an accommodation. In the previous ELP assessment policy report, 15 states allowed it for all domains and one state prohibited it. This shows that it is now allowed in more states than in the previous analysis of ELP assessment accommodation policies.

Sign Interpret Directions, Questions, and Responses

The policies for use of ASL for directions, questions, and responses varied across states. State policies that addressed Sign Interpret Directions were fairly uniform in allowing it to be used across domains, with policies in 36 to 38 states allowing it, and policies in four to seven states prohibiting it. For the accommodations of Sign Interpret Questions and allowing ELLs to Sign Responses, the majority of state policies that addressed these did not allow them on any part of the ELP assessment. Sign Interpret Questions was prohibited in 30 to 32 states and allowed in only 1 to 6 states across domains, with policies in another 1 to 2 states allowing it with implications for scoring. Only a few states allowed Signing Responses across domains. The definition we used for signing was specific to American Sign Language (ASL), but we are aware that there are other sign languages besides ASL that a student could use. No state policy addressed whether other sign languages are allowed or only ASL.

Regulations in one state specified that it allowed cued speech along with signing for any student. Cued speech entails representing phonemes in English using a sign, so this could be perceived

as less controversial, similar to how Braille might be perceived as less controversial than read aloud for ELLs who are blind or who have visual impairments. Both cued speech and Braille involve a sign or symbol that can equal a phoneme or letter in English (or other languages), so some may consider either or both systems to be more directly linked to the English language being assessed across domains. Depending on what is being assessed and how an item is designed, the closer representation of cued speech to English sounds can either be an unfair disadvantage to students (e.g., if an answer to a question may be given away by the cues for a word, phrase, or question) or may allow them to participate more fully in certain domains of an assessment that otherwise would pose significant barriers (e.g., Listening).

In the policies for Sign Interpret Directions and Sign Interpret Questions in regular assessments (Christensen et al., 2011), the number of states that allowed Sign Interpret Directions was between 25 and 46 across content areas. This compared to 36 to 38 states that allowed it on ELP assessments. On the regular assessment, 1 state prohibited Sign Interpret Directions, and 4 to 7 states prohibited it on ELP assessments. For Sign Interpret Questions on regular assessments, from 15 to 32 states across content areas allowed it, but from 1 to 6 states allowed it on ELP assessments. Overall, more states allowed Signing Responses on the regular assessment than on the ELP assessment.

In the previous ELP assessment report (Albus & Thurlow, 2007), 14 states allowed Sign Interpret Directions for one or more domains, and 1 state prohibited it for one or more domains. Current policies show that in more states, 36 to 38, it is allowed across domains, and it is prohibited across domains in a few additional states. For Sign Interpret Questions, previously, 4 states allowed it for one or more domains, 3 states allowed it with implications, and 7 states prohibited it for at least one domain. Current policies show a sharp increase in the number of states where it is prohibited, up to 30 to 32 states across domains. The numbers of states where it is allowed currently, with and without implications, is comparable to the previous report.

Visual Cues

The Visual Cues accommodation was not addressed in many state policies. In one of the five states whose policies addressed it, it was prohibited across domains, and, in the rest of the states, it was allowed across domains. These numbers were considerably lower than the number of states (N=22) where it was allowed for regular assessments without considerations (Christensen et al., 2011). In the previous ELP report, policies in ten states allowed Visual Cues for one or more domains and, in one state, this accommodation was prohibited for one or more domains. The current policy shows a decrease by almost half in the number of states where it is allowed.

Amplification Equipment

Policies in 35 to 36 states allowed Amplification Equipment across domains on the ELP assessment and no state policies prohibited its use. This was lower than the 48 states that allowed this accommodation for regular assessments (Christensen et al., 2011). It is possible that in more states, it is built into their regular assessments or is considered to be a best practice and not an accommodation.

In the previous ELP assessment policy report, 13 states allowed Amplification Equipment across all domains, and, in 1 state, it was prohibited. Current policies show that the number of states where this accommodation is allowed more than doubled from the previous report.

Screen Reader/Text to Speech

Only 5 states addressed Screen Reader and their those policies were split, with one to two states allowing it across domains, one state consistently allowing it with implications, and one to two prohibiting it across domains. In the previous regular assessment policy report, Speech/Text Device was addressed as a response accommodation. There were 12 states where it was allowed without restrictions. The lower number of states allowing Screen Reader/Text to Speech for ELP assessments compared to regular assessments is not surprising in that regular assessments focus on academic content. In the previous ELP assessment policy report, this accommodation was not addressed.

Tape Recorder

States addressed Tape Recorders differently for presentation and response accommodations. For presentation, 28 states allowed it for Reading, 4 states allowed it for the other domains, and no state prohibited it. But in the other domains, 24 states prohibited it. For Tape Recorder as a response accommodation, 9 to 11 states allowed it across domains, and it was allowed in one state in certain circumstances for Reading and Writing. It was prohibited in 24 to 25 states in Writing, Listening, and Speaking. In the regular assessment policy report (Christensen et al., 2011), Tape Recorder was addressed as a response accommodation only, and it was allowed in 22 states without restrictions. In the previous ELP assessment policy report, it was addressed as a response accommodation. Two states allowed it across domains, 2 other states allowed it in certain circumstances, and 7 states prohibited its use.

Native Language Translation of Directions

For Native Language Translation of Directions, state policies contained different but consistent approaches across domains. In 28 states, it was allowed as an accommodation, in 1 state it was

allowed with implications for scoring, and in 7 other states this accommodation was prohibited across domains. In the previous report for regular assessments, policies in fewer states (N=18) allowed this accommodation, and 3 states allowed it in certain circumstances. In 1 state it was allowed in certain circumstances with implications, and 2 states prohibited it. The previous ELP assessment policy report showed that it was allowed in 9 states but was prohibited in 9 states. In comparing the older ELP assessment policy with current policy, there has been a significant increase in states where this accommodation is allowed, with slightly more states prohibiting its use.

Accommodations that Involve an Access Assistant

States need to address the use of scribes, readers, and transcribers if state policies allow their use. Although policies in 32 states allowed transcribers and policies in 34 states allowed scribes, policies in only 5 states provided guidelines for readers. This number is slightly below the 5 to 8 states' policies that allowed Read Aloud Directions, and is further below the maximum of 30 states where Read Aloud Questions on Writing was allowed. Also, Signing guidelines were provided in only 4 states, even though policies in 36 to 38 states allowed Sign Interpret Directions across domains, policies in 3 to 6 states allowed Sign Interpret Questions, and policies in 2 to 3 states allowed Signing Responses. Of policies in the 4 states with Signing guidelines, three of them had guidelines for Sign Interpret Directions or Questions, and all four had guidelines for Signed Responses. Although policies in 5 states total across domains allowed responses to be signed, policies in only 2 states had guidelines. It is possible that some states in a consortium did not have the same documents available on their websites as other member states, therefore, the number of states where signing is actually addressed could be higher than is reflected in this report. Finally, one state policy provided a brief guide for the translation of directions on its ELP assessment, but there were 28 states whose policies allowed this accommodation across domains.

Recommendations and Conclusion

State policies on the participation and accommodations for English language learners with disabilities on English language proficiency assessments continue to evolve. Most states now have documents that provide guidance to decision makers on how ELLs with disabilities may participate in this assessment.

As this report indicates, there is wide variation across states in allowable accommodations for English language proficiency assessments. States are collaborating more than ever before in the design of assessments. Most states are working in consortia to develop content assessments, and this is true for English language proficiency assessments as well. As states develop common assessments, it is also important to develop common policies for accommodations.

In addition, it is especially important for states and consortia to consider the issues related to the validity of scores for English language proficiency assessments. States and consortia should have clear policies and procedures established to account for students who may need alternative means of showing their proficiency in English across all domains. This is especially true for students who may be blind or have low vision, as well as students who may be deaf or hard of hearing. As indicated previously, we have also addressed these unique populations in additional reports (Christensen, Albus, & Liu, 2012a; Christensen, Albus, & Liu, 2012b). Furthermore, all states should account for students with the most significant cognitive disabilities who are also English language learners.

For technology-based assessments, policymakers' attention should be directed to identifying, assessing, and ensuring the technology skills required for ELLs taking English language proficiency assessments. Future policies should also distinguish between accommodations for technology-based assessments and those accommodations needed on paper-based assessments, due to the differences in the means by which the accommodations may be provided as well as the experiences the students may need to have in order to use them.

In conclusion, this report provides a current picture of state participation policies and accommodations mentioned in state policies for English language proficiency assessments in 2009-10. As states continue to evolve in their approaches to English language proficiency assessments, it is important to have participation and accommodation policies that allow ELLs with disabilities to show accurately what they know and can do in English.

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Thurlow, M. L., Scott, D. L., & Ysseldyke, J. E. (1995a). *A compilation of states' guidelines for accommodations in assessments for students with disabilities* (Synthesis Report 18). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Scott, D. L., & Ysseldyke, J. E. (1995b). *A compilation of states' guidelines for including students with disabilities in assessments* (Synthesis Report 17). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Seyfarth, A., Scott, D., & Ysseldyke, J. (1997). *State assessment policies on participation and accommodations for students with disabilities: 1997 update* (Synthesis Report 29). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1993). *Testing accommodations for students with disabilities: A review of the literature* (Synthesis Report 4). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Appendix A

State Documents Used in Analysis of Participation

Table A.1: State Documents Used in Analysis of Participation and Accommodation Policies

Alabama	<p>Alabama State Department of Education - Alabama Student Assessment Program Policies and Procedures for Students of Special Populations, January 2010 https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20Special%20Populations%20January%202010.pdf</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Alaska	<p>ELP Test Coordinator Guidance, September 2009 http://www.eed.state.ak.us/tls/assessment/elp/2011_ELPTestCoorGuidance.pdf</p> <p>English Language Proficiency Assessment Frequently Asked Questions, no date http://www.eed.state.ak.us/tls/assessment/ELPFAQ.cfm</p> <p>2010 ELP Identification guidance, September 2010 http://www.eed.state.ak.us/tls/assessment/elp/2010ELPIdentificationGuidance.pdf</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Arizona	<p>Arizona Department of Education - Handling Issues with Dual Labels, September, 2009 https://www.azed.gov/oelas/downloads/SPEDPowerPoint-HandlingIssueswithDualLabels-09-01-09.pdf</p> <p>Arizona Department of Education - Sped Facts for ELLs, no date https://www.azed.gov/oelas/downloads/SPEDFactsForELLs.pdf</p> <p>Arizona Department of Education - Test Accommodations for the Administration of the Arizona English Language Learner Assessment (AZELLA), April, 2010 https://www.azed.gov/oelas/AZELLA/TestAccommodationsfortheAdministrationoftheAZELLA-April2010.pdf</p>

Arkansas	<p>Arkansas Department of Education - Test Administrator Training for Spring 2010 K-12 ACTAAP English Language Development Assessment (ELDA), February, 2010 http://arkansased.org/educators/ppt/elda_admin_021810.ppt</p>
California	<p>California Department of Education - California Code of Regulation Title 5., Division 1, Chapter 11. Subchapter 7.5 California English Language Development Test, June 2005 http://www.cde.ca.gov/ta/tg/el/documents/celdtregs.doc</p> <p>California Department of Education - Questions and Answers About the California English Language Development Test http://www.cde.ca.gov/ta/tg/el/documents/celdt09qa.pdf</p> <p>California Department of Education - California English Language Development Test, Section IV, Planning for Students with Disabilities, August, 2009 http://www.cde.ca.gov/ta/tg/el/documents/celdt09sec5.pdf</p> <p>California Department of Education - Testing Variations, Accommodations, and Modifications, 2010 http://www.cde.ca.gov/ta/tg/sa/documents/matrix2010.doc</p>
Colorado	<p>Colorado Department of Education - 2010-2011 Procedures Manual http://www.cde.state.co.us/cdeassess/documents/csap/manuals/2011/2010-2011_Procedures_Manual.pdf</p> <p>Colorado Department of Education - Colorado Accommodations Guide, 2010-2011 http://www.cde.state.co.us/cdeassess/documents/cela/2011/2011_Accomms_Guide_ELL.pdf</p> <p>Colorado Department of Education - Colorado Accommodations Manual, 2010-2011, Fourth Edition http://www.cde.state.co.us/cdeassess/documents/csap/2010/2010_Accommodations_Manual.pdf</p>
Connecticut	None found
Delaware	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

<p>Florida</p>	<p>Florida Department of Education - CELLA Comprehensive English Language Learning Assessment, 2010 Test Administration Manual http://www.fldoe.org/aala/pdf/TAM.pdf</p> <p>Florida Department of Education - The CELLA Test Accommodations, no date http://www.fldoe.org/aala/pdf/CELLA-TestAccommodations.pdf</p> <p>Florida Department of Education - CELLA, Students to be Tested, no date http://www.fldoe.org/aala/students.asp</p> <p>Florida Department of Education - 2010 CELLA, What's New, no date http://www.fldoe.org/aala/cella-whats-new.asp</p>
<p>Georgia</p>	<p>Georgia Department of Education - Accommodation Manual, 2008 http://public.doe.k12.ga.us/DMGetDocument.aspx/Accommodation%20Manual%20August%2008.pdf?p=6CC6799F8C1371F6D1C69D60E4029F1085A5BB31C1B556F24ADB A65C89A3BD77&Type=D</p> <p>Georgia Department of Education - Georgia Student Assessment Program Student Assessment Handbook, 2010-2011 http://public.doe.k12.ga.us/DMGetDocument.aspx/Student%20Assessment%20Handbook%202010-2011.pdf?p=6CC6799F8C1371F60BC67B9FB11B98598DD9EAB4B6AC63677E6F151E6D39BA07</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Hawaii</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

Idaho	<p>Idaho Department of Education - Idaho English Language Assessment 2011 Examiner Manual, Spring 2011 http://www.sde.idaho.gov/site/assessment/IELA/docs/admin/Test%20Coordinators%20and%20Examiners/07484_ID1102-EX-GI_v08[1].pdf</p> <p>Idaho Department of Education - Idaho LEP Program Manual, January, 2011 http://www.sde.idaho.gov/site/lep/guidance_docs/LEP_Program_Manual__JAN_2011.doc checklist not online</p>
Illinois	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Indiana	<p>CTB/McGraw-Hill for Indiana Department of Education - Pre Test Workshop Limited English Proficiency Assessment LAS Links http://www.doe.in.gov/lmmp/docs/titleIII_09pretest_workshop.ppt</p> <p>Indiana Department of Education - LAS Links/Title III Frequently Asked Questions http://www.doe.in.gov/lmmp/docs/las_links_faq.pdf</p> <p>Indiana Department of Education - 2010-2011 ISTEP+ Program Manual: Policies and Procedures for Indiana's Assessment System http://www.doe.in.gov/assessment/docs/ProgramManual.pdf</p>
Iowa	<p>Iowa Department of - Guidelines for the Inclusion of English Language Learners (ELLs) in K-12 Assessments http://www.iowa.gov/educate/index.php?option=com_docman&task=doc_download&gid=3311</p>
Kansas	<p>Kansas Department of Education - Kansas English Language Proficiency Assessment (KELPA) Handbook http://www.ksde.org/LinkClick.aspx?fileticket=IKYWRbhvE8%3d&tabid=2364&mid=8902&forcedownload=true</p> <p>Kansas Department of Education - Kansas English Language Proficiency Assessment (KELPA) Fact Sheet 2010-2011 http://www.ksde.org/LinkClick.aspx?fileticket=e9ljPDxkYfk%3d&tabid=2450&mid=3450&forcedownload=true</p>

<p>Kentucky</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Louisiana</p>	<p>Louisiana Department of Education - ELDA District and School Test Coordinators Manual, Spring 2010 http://www.doe.state.la.us/lde/uploads/15164.pdf</p> <p>Louisiana Department of Education - ELDA Special Populations and Accommodations http://www.doe.state.la.us/lde/uploads/13129.pdf</p> <p>Louisiana Department of Education - ELDA ELL Update & Administration of the English Language Development Assessment, October 2010 http://www.doe.state.la.us/lde/uploads/10505.ppt</p> <p>Louisiana Department of Education - Louisiana Statewide Assessments, Accommodations, and Assistive Technology, February, 2007 http://www.louisianaschools.net/lde/uploads/10255.pdf</p>
<p>Maine</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

Maryland	<p>Maryland State Department of Education - Section 2: Maryland Accommodations Policy Overview http://www.marylandpublicschools.org/nr/rdonlyres/840efbb6-cd7d-404e-8a77-e978f6d508aa/16340/mdaccommodationsmanual_21108_section2.pdf</p> <p>Maryland State Department of Education - Section 3: Maryland Assessment Summary http://www.marylandpublicschools.org/nr/rdonlyres/840efbb6-cd7d-404e-8a77-e978f6d508aa/16341/mdaccommodationsmanual_21108_section3.pdf</p> <p>Maryland State Department of Education - Section 5: Accommodations Facts Sheets For Students with Disabilities http://www.msde.maryland.gov/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/16343/MDAccommodationsManual_21108_Section5.pdf</p> <p>Maryland State Department of Education - Section 8: Accommodations Fact Sheets for English Language Learners (ELLs) http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/16346/MDAccommodationsManual_21108_Section8.pdf</p>
Massachusetts	<p>Massachusetts Department of Education - Massachusetts English Proficiency Assessment (MEPA) Principal's Administration Manual, Fall 2010 and Spring 2011 http://www.doe.mass.edu/mcas/mepa/testadmin/pam.pdf</p> <p>Massachusetts Department of Education - 2010-2011 Update Requirements for Participation of Students with Limited English Proficiency in MEPA and MCAS http://www.doe.mass.edu/mcas/participation/lep.pdf</p> <p>Massachusetts Department of Education - Participation Guidelines for the Fall 2010 and Spring 2011 MEPA Administrations http://www.doe.mass.edu/mcas/participation/mepa.html</p>
Michigan	<p>Michigan Department of Education - Spring ELPA Test Coordinator's Manual, Spring 2010 http://michigan.gov/documents/mde/2010_Spring_ELPA_TCM_313445_7.pdf</p> <p>Michigan Department of Education - Frequently Asked Questions and Answers (FAQ), Spring 2008 http://michigan.gov/documents/mde/ELPASpring2008FAQs_227845_7.pdf</p> <p>Michigan Department of Education - Assessment Accommodation Summary Table, September, 2009 http://michigan.gov/documents/mde/Updated_Revised_Accommodation_Summary_Table_101110_334848_7.pdf</p> <p>Michigan Department of Education - Assessment Accommodation Summary Table FAQs http://michigan.gov/documents/mde/FAQs_Assessment_Accommodation_Summary_Table_9-09_296872_7.pdf</p> <p>Michigan Department of Education - Michigan Statewide Assessment Selection Guidelines 2010-2011 http://www.michigan.gov/documents/mde/ASG_Manual_FINAL_2010-11_347154_7.pdf</p>

<p>Minnesota</p>	<p>Minnesota Department of Education - Procedures Manual for the Minnesota Assessments 2009-2010 http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=035664&RevisionSelectionMethod=latestReleased&Rendition=primary Minnesota Department of Education - 2010 Title III Assessment Manual, January 2010 http://education.state.mn.us/mdeprod/groups/Assessment/documents/Manual/009194.pdf</p>
<p>Mississippi</p>	<p>Mississippi Department of Education - Mississippi Statewide Assessment System, English Language Learner Testing Accommodations Manual, July, 2010 http://www.mde.k12.ms.us/acad1/programs/ell/ELL_Accommodations_2010.pdf World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Missouri</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium/Missouri Department of Education - WIDA FAQ - ACCESS for ELLs http://dese.mo.gov/divimprove/assess/documents/WIDAFQA-ACCESS.pdf World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

Montana	<p>Questar Assessment, Inc. - Montana Comprehensive Assessment System English Language Proficiency Assessment, Test Coordinator's Guide, 2010-2011 http://www.opi.mt.gov/pdf/Assessment/ELP/10_11ELPTCGuide.pdf</p> <p>Questar Assessment, Inc. - Montana Comprehensive Assessment System English Language Proficiency Assessment, General Instructions Test Administrator Manual, 2010-2011 http://www.opi.mt.gov/pdf/Assessment/ELP/10_11TAManual.pdf</p> <p>Montana Office of Public Instruction - Montana Comprehensive Assessment System English Language Proficiency Assessment, Training for the 2010-2011 Administration http://www.opi.mt.gov/pdf/Assessment/ELP/10_11TrainingPPT.pdf</p>
Nebraska	<p>Nebraska Department of Education - Guide for Including and Accommodating English Language Learners (ELLs) in the Nebraska State Accountability (NeSA) Tests 2009-2010 http://www.education.ne.gov/assessment/documents/FinalGuideforIncludingandAccommodatingEnglishLanguageLearnersFeb-10.pdf</p> <p>Nebraska Department of Education - ELDA-S English Language Development Assessment - Grades 3-12 http://www.education.ne.gov/NATLORIGIN/images/ELDA/Power%20Points/ELDA%20Grades%203_12%20Training.pptx</p>
Nevada	<p>Nevada Department of Education - Procedures for the Nevada Proficiency Examination Program 2011-2012 http://nde.doe.nv.gov/Assessment/NPEP/NPEP_Procedures_Manual.pdf</p> <p>Nevada Department of Education - Limited English Proficient (LEP) Student Testing Program School Year 2006-2007 http://nde.doe.nv.gov/Assessment/ELPA/Limited_English_Proficient_Student_Testing_Program.doc</p>
New Hampshire	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

New Jersey	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
New Mexico	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
New York	<p>New York State Education Department/The University of the State of New York - New York State Testing Program NYSESLAT 2011 Edition, School Administrator's Manual http://www.p12.nysed.gov/osa/sam/nyseslat/nyseslat-sam-11.pdf</p>
North Carolina	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

North Dakota	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Ohio	<p>Ohio Department of Education - Ohio Test of English Language Acquisition (OTELA) Grades 3-12, Directions for Administration Spring 2011 http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=100265</p> <p>Ohio Department of Education - Ohio Test of English Language Acquisition (OTELA) Grade K-12, Test Coordinator's Manual, Spring 2011 http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=100267</p> <p>Ohio Department of Education - Ohio Test of English Language Acquisition (OTELA) Administration 2008, Grades 3-12, General Information for District Test Coordinators, School Test Coordinators, Test Administrators http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=41985</p>
Oklahoma	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Oregon	<p>Oregon Department of Education - Updated 10/21/10, Test Administration Manual, 2010-2011 School Year http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11_tam.pdf</p> <p>Oregon Department of Education - Oregon State Assessment System Accommodations for Use with the English Language Proficiency Assessment (ELPA), October, 2010 http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/5-accommodations-elpa.pdf</p> <p>Oregon Department of Education - Participation of Students with Disabilities on Oregon's English Language Proficiency Assessment, 2009 http://www.ode.state.or.us/teachlearn/testing/admin/ell/elpa_participation_guidance_09update.pdf</p>

<p>Pennsylvania</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Rhode Island</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>South Carolina</p>	<p>South Carolina Department of Education - ELDA Test Administration Manual, Spring 2010 http://ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/elda/documents/ELDAG3_12TAM2010_001.pdf South Carolina Department of Education - ELDA http://ed.sc.gov/agency/Accountability/Assessment/old/assessment/programs/elda/elda.html</p>
<p>South Dakota</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

Tennessee	<p>Tennessee Department of Education - ELL Assessments http://www.tn.gov/education/assessment/ELLAssessments.shtml</p> <p>Tennessee Department of Education/Measurement Incorporated - Tennessee ELDA http://www.state.tn.us/education/fedprog/doc/ELDA_Training_2010.ppt</p> <p>Tennessee Department of Education - 2009-2010 English Language Learner (ELL) Accommodations http://tennessee.gov/education/assessment/doc/09.10_ELL_Chart.pdf</p> <p>Tennessee Department of Education - Special Education and ESL - Myths and Facts Questions/Answers/Comments September and October 2007 WebEx Events http://tennessee.gov/education/speced/doc/QAs_ESLSpEd_MythFact.pdf</p>
Texas	<p>Texas Education Agency - Texas English Language Proficiency Assessment System, Manual for Raters and Test Administrators Grades K-12, Spring 2011 http://www.tea.state.tx.us/student.assessment/ell/telpas/Manual2011.pdf</p> <p>Texas Education Agency - Texas Student Assessment Program 2010-2011 Accommodations Manual http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147489295&libID=2147489294</p> <p>Texas Education Agency - Texas Administrative Code, Rule 101.1009 Limited English Proficient Students Who Receive Special Education Services http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=101&rl=1009</p> <p>Texas Education Agency - TELPAS Test Administrator Supplement for Paper Administrations, March 7-April 8, 2011 http://www.tea.state.tx.us/student.assessment/ell/telpas/SuppPaperTA2011.pdf</p>
Utah	<p>Utah State Office of Education - Utah Academic Language Proficiency Assessment, General Instructions, 2010-2011 http://www.schools.utah.gov/assessment/UALPA/UALPA_General_Instructions_2010-2011.aspx</p> <p>Utah State Office of Education - UALPA 2010-2011 Administering the Utah Academic Language Proficiency Assessment http://www.schools.utah.gov/assessment/UALPA/UALPA_Admin_Training_2010-2011.aspx</p> <p>Utah State Office of Education - Utah Assessment Participation and Accommodation Policy, 2010-2011 http://www.schools.utah.gov/sars/DOCS/assessment/Special-Needs-Accommodations-Policy.aspx</p>

<p>Vermont</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Virginia</p>	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metritech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
<p>Washington</p>	<p>Office of the Superintendent of Public Instruction - Washington State Accommodations Guidelines for Statewide Assessments, November, 2010 http://www.k12.wa.us/assessment/AlternativeAssessment/pubdocs/Accommodation-Manual.pdf</p> <p>Office of the Superintendent of Public Instruction - Superintendent of Public Instruction, Washington language Proficiency Assessment Coordinator Memo for WLPT-II http://www.k12.wa.us/assessment/WLPTII/pubdocs/WLPTMemoUpdated2010.pdf</p>
<p>West Virginia</p>	<p>Measurement Incorporated, CCSSO - English Language Development Assessment (Grades 3-12) Test Administration Manual, Spring 2011 http://wvconnections.k12.wv.us/documents/2011_shortform_TAM.pdf</p> <p>West Virginia Department of Education, Global 21 - West Virginia Guidelines for Participation in State Assessments http://wvconnections.k12.wv.us/documents/ParticipationGuidelinesSeptember-212009FINAL.pdf</p> <p>West Virginia Department of Education - Frequently Asked Questions, West Virginia Test of English Language Learning (WESTELL) http://wvconnections.k12.wv.us/documents/FAQ011409.doc</p>

Wisconsin	<p>Wisconsin Department of Public Instruction - http://dpi.wi.gov/oea/pdf/PilotFAQ.pdf</p> <p>Wisconsin Department of Public Instruction - http://wida.wceruw.org/assessment/ACCESS/disabilities.aspx</p> <p>Wisconsin Department of Public Instruction - Frequently Asked Questions - English Language Learners http://www.dpi.wi.gov/oea/faqell.html</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
Wyoming	<p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>
District of Columbia	<p>Office of the State Superintendent of Education District of Columbia - District of Columbia Office of the State Superintendent of Education Testing Accommodations Manual for Students with Disabilities and English Language Learners http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/DC_Testing_Accommodations_Manual.pdf</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Guidelines for Accommodating English Language Learners with Disabilities http://www.wida.wceruw.org/assessment/ACCESS/accommodations.aspx</p> <p>World-Class Instructional Design and Assessment (WIDA) Consortium - ACCESS for ELLs Form 202 Test Administration Manual, District and School, 2010-2011 (WIDA confirmed same content across states in consortium for this document) https://www.metrittech.com/documents/WIDA/ACCESS%20for%20ELLs%20-%202010-2011%20District%20and%20School%20Test%20Administration%20Manual.pdf</p>

Appendix B

Participation and Accommodation Guidelines by State

Table B.1: Additional Testing Options

State	Selective Participation not by Specific Disability	Selective Participation by Specific Disability	Selective Participation (Deaf/HH)	Selective Participation (Blind/VI)	Testing not Recommended for Students with Significant Cognitive Disabilities	No Alternate Options or no Selective Participation	ELL Status Change for Students in AA-AAS	Other
Alabama		Y*			Y*	Y*		
Alaska								
Arizona	Y*						Y*	
Arkansas								
California	Y*							Y*
Colorado						Y*		
Connecticut								
Delaware		Y*	Y*	Y*	Y*			
Florida		Y*	Y*					
Georgia		Y*	Y*	Y*	Y*			
Hawaii		Y*	Y*	Y*	Y*			
Idaho		Y*	Y*					
Illinois		Y*	Y*	Y*	Y*			
Indiana	Y*							Y*
Iowa								
Kansas	Y*	Y*			Y*			Y*
Kentucky		Y*	Y*	Y*	Y*			
Louisiana								

Table B.1: Additional Testing Options (continued) Strange how both of our mothers have had to deal with surgery this week.

State	Selective Participation not by Specific Disability	Selective Participation by Specific Disability	Selective Participation (Deaf/HH)	Selective Participation (Blind/VI)	Testing not Recommended for Students with Significant Cognitive Disabilities	No Alternate Options or no Selective Participation	ELL Status Change for Students in AA-AAS	Other
Maine		Y*	Y*	Y*	Y*			
Maryland						Y*		Y*
Massachusetts	Y*	Y*	Y*	Y*				Y*
Michigan		Y*						Y*
Minnesota								
Mississippi		Y*	Y*	Y*	Y*			
Missouri		Y*	Y*	Y*	Y*	Y*		
Montana								
Nebraska								
New Hampshire		Y*	Y*	Y*	Y*			
New Jersey		Y*	Y*	Y*	Y*			
New Mexico		Y*	Y*	Y*	Y*			
New York						Y*		
Nevada	Y*							Y*
North Carolina		Y*	Y*	Y*	Y*			
North Dakota		Y*	Y*	Y*	Y*			
Ohio								
Oklahoma		Y*	Y*	Y*	Y*			
Oregon		Y*	Y*	Y*				Y*

Table B.1: Additional Testing Options (continued)

State	Selective Participation not by Specific Disability	Selective Participation by Specific Disability	Selective Participation (Deaf/HH)	Selective Participation (Blind/VI)	Testing not Recommended for Students with Significant Cognitive Disabilities	No Alternate Options or no Selective Participation	ELL Status Change for Students in AA-AAS	Other
Pennsylvania		Y*	Y*	Y*	Y*			
Rhode Island		Y*	Y*	Y*	Y*			
South Carolina						Y*		
South Dakota	Y*	Y*	Y*	Y*	Y*			
Tennessee								Y*
Texas	Y*							Y*
Utah	Y*							
Vermont		Y*	Y*	Y*	Y*			
Virginia		Y*	Y*	Y*	Y*			
Washington								
West Virginia								
Wisconsin		Y*	Y*	Y*	Y*			
Wyoming		Y*	Y*	Y*	Y*			
District of Columbia		Y*	Y*	Y*	Y*			
Total	9	29	26	24	24	6	1	10

Table B.2: Specifications of Additional Testing Options (table with text by state for policy in table)

State	Specification Details
Alabama	<p>Note on Selective Participation and No Selective Participation: Although Alabama is in the WIDA consortium that has language in its materials that allows for selective participation, the state communicated on the phone that it requires that all students make an attempt.</p> <p>Selective Participation by Disability: WIDA Consortium Information:</p> <p><i>Blind/VI:</i> ACCESS for ELLs™ is not available in Braille at this time. If an IEP team determines that it is in the best interest of a student to make the test available in Braille, the following guidelines are recommended to ensure the integrity of the assessment:</p> <ul style="list-style-type: none"> a. The student must be Braille proficient so as not to confound English language proficiency with proficiency in Braille; b. Braille graphics must be included as this is a graphic dependent test; and c. If the Braille graphics are also verbally described by the test administrator, such descriptions should be made in the student's native language so as not to confound with English language listening skills; d. The student's responses should be transcribed verbatim by a school staff member into a regular ACCESS for ELLs™ test booklet for scoring; e. The writing assessment should be transcribed verbatim into the test book by a school staff member. <p><i>Deaf/HH:</i> Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the reading and writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case by case basis. Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct and invalidates the test.</p> <p>Not Recommended for Students with Significant Cognitive Disability: The WIDA Consortium encourages the participation of all English language learners in the ACCESS for ELLs™ testing program and feels that it is an appropriate assessment for all but the most severely disabled. In WIDA Alternate development there also was parent consent required.</p>
Alaska	<p>Large Print and Braille can be ordered on the SchoolHouse enrollment screens. No alternate ELP assessment is available.</p>

State	Specification Details
Arizona	<p>Selective Participation Not Referencing Specific Disability: Students with a learning disability in reading and/or writing – may be given listening & speaking portion of the ELP Assessment.</p> <p>ELL Status Change: 5. Can a student with a disability be removed from the classification of “English Language Learner” without passing the AZELLA?</p> <p>a. Yes. This is most likely to occur when language development is comparably delayed in both the child’s home language and in English and the severity of the disability is likely to result in insufficient language development to pass the AZELLA regardless of the intensity and duration of English language instruction. Following an IEP team decision, the student may be “Withdrawn due to SPED Criteria.”</p> <p>b. No. When the language development of the child’s home language is markedly better than English language development and when the child is demonstrating the ability to acquire English at a reasonable rate when receiving appropriate instruction, the child should continue to have the intensive support required by Arizona statutes, either through special education, SEI instruction or a combination of both.</p> <p>Other: Students may be given alternative assessments for various domains of the ELP Assessment.</p>
California	<p>Selective Participation Not Referencing Specific Disability and Other: Regulations:</p> <p>(a) Pupils with disabilities who are unable to participate in the entire CELDT or a section of the test with variations, accommodations or modifications shall be administered alternate assessments for English language proficiency as set forth in the pupil’s IEP.</p> <p>(b) Pupils who participate in the Test Program using alternate assessment procedures shall receive a score marked not valid for the sections of the test in which alternate assessments were administered.</p> <p>And</p> <p>English learners with disabilities are tested. Students with disabilities who participate in the CELDT may use variations, accommodations, and/ or modifications as specified in their individualized education programs (IEPs) or Section 504 Plans. A list of allowable variations, accommodations, and modifications is outlined in “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007),” which is available on the California Department of Education (CDE) CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp.</p> <p>Selective Participation: Students with disabilities may take an alternate assessment if their IEP team determines that they are unable to take one or more parts of the CELDT even with variations, accommodations, and/or modifications.</p>
Colorado	<p>No alternate Options and No Selective Participation: NEP or LEP students who are eligible to take CSAPA are not excluded from taking CEL-Apro. An attempt to administer each section of the assessment must be made.</p>

State	Specification Details
Delaware	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Florida	<p>Selective Participation by Disability: <i>Deaf/HH</i></p> <p>It is recommended that ELLs who are unable to hear the Listening items be exempted from the Listening section of the CELLA. However, if amplification, speech reading, or other accommodations short of signing allow a student to perceive the Listening stimuli, the student should be allowed to take the Listening section with these accommodations. ...</p> <p>It is recommended that ELLs who are unable to produce spoken language be exempted from the Speaking section of the CELLA.</p> <p>AND</p> <p>Students who are profoundly deaf and are also unable to produce spoken language should be exempted from both the Listening and the Speaking section. The teacher of each deaf or hard-of-hearing student should make a determination regarding whether or not the student is able to take the Listening or Speaking sections. Once a determination is made, the student's answer sheet should be marked to reflect any exemptions.</p> <p>AND</p> <p>Listening Section: Students who are profoundly deaf and receive language input only through signing should be exempt from the Listening section. For students who have some hearing ability, test administrators may use signing to clarify the directions to the Listening section, but they may NOT use signing to explain the content of the Listening section questions. An administrator may read the Listening script aloud (rather than playing the CD) for reinforcement for a hard-of-hearing student who is a proficient speech (lip) reader.</p> <p>Speaking Section: Students who are not able to produce spoken language should be exempted from the Speaking section. Test administrators may use signing to clarify the directions to the Speaking section, but they may NOT use signing to explain the content of the Speaking section questions.</p> <p>Level A Reading and Writing Sections: Because the Level A test requires oral administration of the Reading and Writing sections, students at Level A who are profoundly deaf should be exempted from the Reading and Writing sections. Level A students who have sufficient hearing ability to understand the spoken test content may take the Level A Reading and Writing sections under the same conditions as described below for Levels B, C, and D.</p> <p>Levels B, C, and D Reading and Writing Sections: For the Reading and Writing sections, administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain the content of the Reading or Writing section questions.</p>
Georgia	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
Hawaii	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Idaho	<p>Selective Participation by Disability: <i>Deaf/HH</i></p> <p>Lip-reading for those students who possess this ability may be possible for those parts of the test where the teacher reads the test questions aloud. A copy of the Listening Test Script is available and may be ordered from IELA Customer Service at iela@QuestarAI.com, so that an Examiner may administer the Listening Test to a deaf student with lip-reading ability. For the Speaking Test, a deaf student with lip-reading ability must also have the ability to answer in spoken English; otherwise the test should not be administered to him or her. IEP teams should make such determinations on a case by case basis. The Listening and Speaking prompts should not be translated into sign language. Doing so is equivalent to translating into another spoken language, such as Spanish or Arabic, and thus would invalidate the test. However, those Reading and Writing prompts meant to be spoken by the teacher may be translated into sign language if necessary.</p>
Illinois	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Indiana	<p>Selective Participation Not Referencing Specific Disability and Other: On Workshop document, the demographic grid page 2 shows test exemptions for reading, writing, speaking and listening, and instructions say to mark all that apply, so potentially a student could be exempt from all parts of the test.</p>
Kansas	<p>Selective Participation Not Referencing Specific Disability: Catastrophic illness or accident. Student has been seriously disabled by accident or illness. • Student need not be tested. • Does not count against the school for participation. • Can only be coded by KSDE. Email details to Cherie Randall.</p> <p>Significant Cognitive Disability and Other: An EL who qualifies for alternate state content assessments may be exempted from the KELPA due to certain circumstances with prior approval. Contact Cheryl Randall or Dave Bowman.</p> <p>AND</p> <p>Other reason for ineligibility. Contact your district test coordinator who will notify Cherie Randall. • Student need not be tested and does not count against the school for participation. This may only be coded by KSDE.</p>
Kentucky	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
Maine	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Maryland	<p>No Alternate Options/ No Selective Participation: ELPT: Who may be exempted? None. How? N/A. Other: Excusal: Students who demonstrate, or who are expected to experience inordinate frustration, distress, or disruption of others, or for medical reasons, may be excused prior to or during the tests. Excused students are assigned to the “Basic” proficiency level for Title III accountability purposes. Principal/staff decision documented in the ELL plan in the student’s cumulative record. And Some students with disabilities, such as those who participate in the Alt-MSA, may be unable to demonstrate their English language proficiency on the ELPT, even with accommodations. In such cases, the IEP team and the ELL team must collaborate to jointly determine the student’s English language proficiency test participation.</p>
Massachusetts	<p>Selective Participation Specific Disability and Disability Not Referenced: <i>Blind/VI and Disability not referenced</i> Students who require unavailable accommodations, such as Braille tests, an electronic text reader, or a scribe for grades 1-2 (fall)/k-2(spring) Level A, unless other appropriate accommodations would allow them to participate. Also: Students with significant disabilities who would participate in an alternate assessment because their IEP or 504 team has determined that they are unable to take the standard MEPA-R/W test. Student is thought to need an alternate test that is not available. <i>Deaf/HH:</i> Students who have an IEP indicating their primary disability is “deaf or hard of hearing.” Significant Cognitive Disability and Other: Students with significant disabilities who would participate in an alternate assessment because their IEP or 504 team has determined that they are unable to take the standard MEPA-R/W test. Student is thought to need an alternate test that is not available. Other: Students with a medically documented absence who are unable to participate in make-up testing (see Page 21 for more information regarding make-up testing)(for both R/W or MELA O)</p>

State	Specification Details
Michigan	<p>Selective Participation Disability Not Referenced and Disability Referenced: In some cases, students who are identified for participation in the ELPA cannot take certain portions of the test due to severe physiological, emotional, or mental disabilities. For example, a student who has a jaw deformity may not be able to respond to items in the Speaking section of the ELPA, but may be able to participate fully in the Listening, Reading, and Writing sections.</p> <p>Other: In some cases, students who are identified for participation in the ELPA cannot take certain portions of the test due to severe physiological, emotional, or mental disabilities. For example, a student who has a jaw deformity may not be able to respond to items in the Speaking section of the ELPA, but may be able to participate fully in the Listening, Reading, and Writing sections. In these cases, districts may apply for an exemption from any or all sections of the ELPA by completing the following steps:<i>[Italics added to emphasize portion for "Other"]</i></p> <ol style="list-style-type: none"> 1. Complete the online ELPA Exemption Request form. 2. You may be asked to provide the student's Present Level of Academic Achievement and Functional Performance, as well as the student's IEP Goals and Objectives page. <p>Nature of Instruction: Students are to take the ELPA that matches their grade level of enrollment. If students are enrolled in grade 9, (but have English skills of a second grader), they would take the ELPA at Assessment Level V (based on enrolled grade).</p>
Mississippi	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Missouri	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>No Alternate Options or No Selective Participation: Are ELL students required to take ACCESS for ELLs® even though they are receiving special education services? Yes, they need to be included in the annual English language proficiency assessment, but they may take it with accommodations that are appropriate for the child's specific disability as written in their IEP. Please refer to the WIDA accommodation policy for further guidance.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
New Hampshire	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
New Jersey	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
New Mexico	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
New York	<p>No Alternate Options or No Selective Participation: All English language learners with disabilities, identified by the Committee on Special Education (CSE) or by a multidisciplinary team, including those participating in the New York State Alternate Assessment (NYSAA), must participate in NYSESLAT. Use the chart in Appendix H to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. In planning for the administration of this test, be sure to consider English language learners with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.</p>
Nevada	<p>Selective Participation not Referencing Specific Disability and Other: Technical Advice Bulletin 09-3 (August 21, 2009) specifies the following: “students with identified disabilities in their IEP can be exempt from that/ those part(s) of the ELPA where the disability is identified”; IEP students identified for alternative AYP assessment can be considered exempt from the ELPA since there is no alternative ELPA. This is included as an attachment and will be posted on the Nevada DOE website.</p>
North Carolina	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
North Dakota	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Oklahoma	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
Oregon	<p>Selective Participation by Disability: <i>Deaf/HH or Blind/VI:</i> The current design of the English Language Proficiency Assessment prohibits some students with disabilities from meaningfully and fully accessing this assessment. For example, a student who is deaf is unable to meaningfully participate in the listening component of the assessment because it is not administered in ASL. In addition, students who are blind are unable to access a Braille version because the ELPA is currently a computer based assessment.</p> <p>Other: In some rare circumstances the nature of an assessment may require the provision of additional guidance for the appropriate participation of a student or a population of students with disabilities including, guidance around exemptions, and guidance around abbreviated participation. AND 2) Be exempted from ELPA by parent request based on disability or religion (see p. 31). This request must be in writing and on file in the district. Districts will decide the frequency of the submission.</p>
Pennsylvania	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama. Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Rhode Island	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama. Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
South Carolina	<p>No Alternate Options or No Selective Participation and note: This testing policy includes all LEP students with IEPs or 504 Plans, suspended LEP students, home school LEP students who are registered through the district or local school board, homebound LEP students, home-based LEP students, charter school LEP students, and LEP students who are incarcerated. LEP students who are not tested include the following: 1. students who are expelled (unless the student has an IEP), 2. homebound students for whom the district has documentation indicating that the student is not physically and/or mentally able to take the tests, 3. home school students who are registered through one of the professional home school organizations [S.C. Code Ann. § 59-65-47 and § 59-65-45], and 4. students who attend a private school.</p>
South Dakota	<p>Selective Participation Not Referencing Specific Disability: SPD (Deferred Special Education/504) indicates that an IEP or 504 team determined that the student should defer participation from one or more of the domains of this test; if so, fill in the appropriate box(es). Selective Participation by Disability: See WIDA Consortium Information for Alabama. Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
Tennessee	<p>Other: Question: Should we administer the ELDA to students who are in special education and are assessed with the TCAP-Alt Portfolio Assessment? Answer: At this point, we do not have a language assessment that is appropriate for students who are evaluated with a portfolio.</p> <p>Question: Where do we document that a student with severe Mental Retardation would not benefit from taking the ELDA? On the IEP? In the Eligibility Report? Answer: On the IEP.</p> <p>Answer: This is a quagmire in that the federal government says that a student cannot exit ESL without attaining proficiency on the English language proficiency assessment, which is the ELDA in Tennessee. A student who is receiving special education services might not ever be able to meet those criteria because of the student's disability. Because Tennessee adheres to the IEP, our department has said that if the IEP says the child should not take the ELDA, s/he is not required to do so—that is with some qualifications. First, there is federal guidance that says that no child should be denied access to any assessment. This means that all students who are ESL with an IEP have the right to the ELDA. If there is any benefit, and any reasonable way to provide assess to the child to take the ELDA, or parts of it, you should. If, however, this experience will in some way be detrimental to the child, Tennessee's Title III does allow the IEP Team to make the decision not to test. This does require clear documentation as to the reasons why the ELDA is inappropriate for the student in question. In other words, to say that you are not testing students who receive special education services with the ELDA because it is too time consuming or takes too much staff time is not a good justification for exemption from the test. To say that the testing is not valid because the child cannot read or write, makes more sense for the ELDA reading and writing portions. Even in this case, you might administer the speaking portion of the test. It is clearly the decision of the IEP Team to make this determination. In all situations, the special education student who has not yet passed the ELDA will continue to receive services for ESL students. The ESL teacher should be part of that IEP Team and provide needed input to ensure the student is getting the linguistic services that are needed.</p>

State	Specification Details
Texas	<p>Selective Participation Not Referencing Specific Disability: All ELLs in grades K-12, including ELLs with parent denials, are required to be assessed in listening, speaking, reading (K-1 only), and writing through the holistic rating process, with the following exceptions: ARD Decisions. In rare cases it may be necessary for the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessments committee (LPAC), to determine that an ELL receiving special education services should not be rated in a particular language domain for reasons associated with the student’s particular disability. Participation must be considered on a domain-by-domain basis. The reason for not rating a student in a particular domain must be well-supported and documented in the student’s IEP and permanent record file. AND There may also be rare instances in which an ELL is unable to be rated in one or more domains due to extenuating circumstances. Raters who have a student who they think may have extenuating circumstances should contact their campus coordinator to determine how to proceed. Other: (c) In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for a LEP student who receives special education services to participate in an English language proficiency assessment required by §101.1001 of this title (relating to English Language Proficiency Assessments) for reasons associated with the student’s particular disability. Specific documentation of the reason for the decision must be maintained in accordance with the documentation requirements in subsection (b) of this section.... (e) A LEP student who receives special education services and whose parent or guardian has declined the services required by the Texas Education Code, Chapter 29, Subchapter B, is not eligible for an exemption under §101.1007 of this title,...</p>
Utah	<p>Selective Participation Not Referencing Specific Disability: The Utah Academic Language Proficiency Assessment (UALPA) should be administered to all ELL students. The IEP team may not exempt a student from the entire UALPA, although the IEP team may determine whether it is appropriate for English language learners who also have a significant cognitive disability to be given a partial administration of the UALPA. AND A student who is unable to respond to prompts for any or all subtests may be determined to have reached “frustration level” as prescribed in the UALPA administration manuals.</p>
Vermont	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama. Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Virginia	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama. Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

State	Specification Details
Wisconsin	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
Wyoming	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>
District of Columbia	<p>Selective Participation by Disability: See WIDA Consortium Information for Alabama.</p> <p>Not Recommended for Students with Significant Cognitive Disability: See WIDA Consortium Information for Alabama.</p>

Table B.3: Participation Policy Variables That Can Be Used to Make Decisions about How ELLs Participate in State ELPAs

State	Severity of Disability	Review Test Characteristics	Nature of Instruction	IEP Team Decision	Foreign Lang. Student if ELL	Other
Alabama	Y	Y	Y	Y		
Alaska	Y			Y	Y*	
Arizona	Y		Y	Y		
Arkansas						
California	Y		Y	Y		
Colorado						
Connecticut						
Delaware	Y	Y	Y	Y		
Florida						
Georgia	Y	Y	Y	Y		
Hawaii	Y	Y	Y	Y		
Idaho						
Illinois	Y					
Indiana					Y*	
Iowa						
Kansas						
Kentucky	Y	Y	Y	Y		
Louisiana						
Maine	Y	Y	Y	Y		
Maryland	Y			Y		
Massachusetts				Y		

Table B.3: Participation Policy Variables That Can Be Used to Make Decisions about How ELLs Participate in State ELPAs (continued)

State	Severity of Disability	Review Test Characteristics	Nature of Instruction	IEP Team Decision	Foreign Lang. Student if ELL	Other
Michigan	Y		Y	Y	Y*	
Minnesota					Y*	
Mississippi	Y	Y	Y	Y		
Missouri	Y	Y	Y	Y		
Montana						
Nebraska						
New Hampshire	Y	Y	Y	Y		
New Jersey	Y	Y	Y	Y		
New Mexico	Y	Y	Y	Y		
New York						
Nevada	Y			Y		
North Carolina	Y	Y	Y	Y		
North Dakota	Y	Y	Y	Y		
Ohio						
Oklahoma	Y	Y	Y	Y		
Oregon	Y			Y		Y*
Pennsylvania	Y	Y	Y	Y		
Rhode Island	Y	Y	Y	Y		
South Carolina						
South Dakota	Y	Y	Y	Y		
Tennessee						
Texas	Y			Y		

Table B.3: Participation Policy Variables That Can Be Used to Make Decisions about How ELLs Participate in State ELPAs (continued)

State	Severity of Disability	Review Test Characteristics	Nature of Instruction	IEP Team Decision	Foreign Lang. Student if ELL	Other
Utah						
Vermont	Y	Y	Y	Y		
Virginia	Y	Y	Y	Y		
Washington						
West Virginia						
Wisconsin	Y	Y	Y		Y*	
Wyoming	Y	Y	Y	Y		
District of Columbia	Y	Y	Y	Y		
Total	31	22	25	30	5	1

Table B.4: Specifications and Description Notes for Participation Policy Variables that Can Be Used to Make Decisions about how ELLs Participate in State ELPAs

State	Specifications and Descriptions
Alaska	Foreign Language/Exchange Student: If a foreign exchange student is identified as an LEP student, then he or she would be required to participate in the annual ELP assessment.
Indiana	Foreign Language/Exchange Students: A foreign language student takes LAS Links if documentation is not present that identifies the student as proficient in English. There is not an exclusion in Title III for foreign exchange students.
Michigan	Foreign Language/Exchange Student: Are foreign exchange students eligible for the ELPA, even if they are grade 12 students? Yes, if they meet the criteria using the Home Language Survey.
Minnesota	Foreign Language/Exchange Student: To receive LEP funding next year for an eligible foreign exchange student, you must administer the Title III assessments to the student and the student must be in attendance the following year
Oregon	<p>Other, Parent Decision: Oregon Administrative Rule 581-022-0612, Exception of Students with Disabilities from State Assessment Testing, states that: “(2) A public agency shall not exempt a student with a disability from participation in the Oregon State Assessment System or any district wide assessments to accommodate the student’s disability unless the parent has requested such an exemption.”</p> <p>Oregon Administrative Rule 581-022-1910 states that: “(1) The school district may excuse students from a state required program or learning activity, where necessary, to accommodate students’ disabilities or religious beliefs: (a) Approval of the exemption shall be based upon and shall include:</p> <p>A written request from the student’s parent or guardian or the student, if the student is 18 years of age or older or a legally emancipated minor, listing the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt;</p> <p>An evaluation of the request and approval by appropriate school personnel (the alternative should be consistent with the student’s educational progress and career goals as described in OARs 581-022-1670 and 581-022-1510)”...</p> <p>P. 2 2) Be exempted from the English Language Proficiency Assessment by parent request based on disability or religion (as noted in OAR 581-022-0612 and ORS 581-022-0612). This request is submitted in writing directly to districts. Districts will decide the frequency of the submission.</p>
Wisconsin	<p>Foreign Language/Exchange Student:</p> <p>Q. Do we need to give ACCESS for ELLs to our High School foreign exchange program students?</p> <p>A. Foreign exchange students come to a U.S. school to be educated in English. They generally do not participate in the state English language proficiency examination because they are considered English proficient when they come to a Wisconsin school. However, if a district believes this to be inaccurate and they will end up serving a foreign exchange student in their ELL program, then the school may assess the student’s ELP level. Any student who is not an ELL is considered at ELP Level 7. Exchange students should have access to all services and programs available to their students and may receive support as needed.</p>

Table B.5: Student Groups Eligible for Accommodations on ELPAs

State	IEP/504 not Required for at Least One Accommodation	IEP/504 Required	Unclear if IEP/504 Required for All Accommodations
Alabama		Y	
Alaska		Y	
Arizona			Y
Arkansas			Y
California	Y		
Colorado		Y	
Connecticut			Y
Delaware		Y	
Florida	Y		
Georgia		Y	
Hawaii		Y	
Idaho		Y	
Illinois		Y	
Indiana		Y	
Iowa			Y
Kansas		Y	
Kentucky		Y	
Louisiana		Y	
Maine		Y	
Maryland		Y	
Massachusetts		Y	
Michigan	Y		
Minnesota	Y		
Mississippi		Y	
Missouri		Y	
Montana		Y	
Nebraska			Y
New Hampshire		Y	
New Jersey		Y	
New Mexico		Y	

Table B.5: Student Groups Eligible for Accommodations on ELPAs (continued)

State	IEP/504 not Required for at Least One Accommodation	IEP/504 Required	Unclear if IEP/504 Required for All Accommodations
New York		Y	
Nevada			Y
North Carolina		Y	
North Dakota		Y	
Ohio			Y
Oklahoma		Y	
Oregon			Y
Pennsylvania		Y	
Rhode Island		Y	
South Carolina			Y
South Dakota		Y	
Tennessee		Y	
Texas		Y	
Utah	Y		
Vermont		Y	
Virginia		Y	
Washington		Y	
West Virginia		Y	
Wisconsin		Y	
Wyoming		Y	
District of Columbia		Y	
Total	5	37	9

Table B.6: Accommodation Decision-Making Criteria that Can be Used (1 of 2)

State	IEP Team	Used in Class	How Long Student Used	Maintaining Validity	Individual Needs	Appropriate for Domain	Not Recommended	Already Part of Assessment	Contact State Dept.	Braille Proficient or Lip Reading Ability	Other
Alabama	Y	Y	Y*	Y	Y	Y	Y	Y	Y	Y*	Y*
Alaska	Y	Y		Y	Y	Y	Y				
Arizona	Y			Y	Y						
Arkansas	Y			Y	Y						
California	Y				Y	Y			Y		
Colorado	Y			Y							
Connecticut											
Delaware	Y	Y		Y	Y	Y	Y	Y		Y*	
Florida	Y	Y		Y	Y						
Georgia	Y	Y		Y	Y	Y	Y	Y		Y*	
Hawaii	Y	Y		Y	Y	Y	Y	Y	Y	Y*	
Idaho	Y	Y		Y	Y						
Illinois	Y	Y		Y	Y	Y	Y	Y		Y*	
Indiana	Y										
Iowa											
Kansas	Y*	Y		Y					Y		
Kentucky	Y	Y		Y	Y	Y	Y	Y		Y*	
Louisiana	Y	Y		Y		Y					
Maine	Y	Y		Y	Y	Y	Y	Y		Y*	

Table B.6: Accommodation Decision-Making Criteria that Can be Used (1 of 2) (continued)

State	IEP Team	Used in Class	How Long Student Used	Main-taining Validity	Individual Needs	Appropriate for Domain	Not Recommended	Already Part of Assessment	Contact State Dept.	Braille Proficient or Lip Reading Ability	Other
Maryland	Y	Y*		Y	Y		Y		Y		
Massachusetts	Y	Y		Y	Y		Y		Y		Y*
Michigan	Y	Y		Y	Y	Y					Y*
Minnesota	Y	Y		Y	Y	Y	Y		Y		Y*
Mississippi	Y	Y		Y	Y	Y	Y	Y	Y*	Y*	
Missouri	Y	Y		Y	Y	Y	Y	Y		Y*	
Montana	Y	Y	Y*		Y						
Nebraska	Y			Y							
New Hampshire	Y	Y		Y	Y	Y	Y	Y		Y*	
New Jersey	Y	Y		Y	Y	Y	Y	Y		Y*	
New Mexico	Y	Y		Y	Y	Y	Y	Y		Y*	
New York	Y	Y		Y							Y*
Nevada	Y										
North Carolina	Y	Y		Y	Y	Y	Y	Y		Y*	
North Dakota	Y	Y		Y	Y	Y	Y	Y		Y*	
Ohio	Y	Y		Y	Y						
Oklahoma	Y	Y		Y	Y	Y	Y	Y		Y*	
Oregon											Y*
Pennsylvania	Y	Y		Y	Y	Y	Y	Y		Y*	
Rhode Island	Y	Y		Y	Y	Y	Y	Y		Y*	

Table B.6: Accommodation Decision-Making Criteria that Can be Used (1 of 2) (continued)

State	IEP Team	Used in Class	How Long Student Used	Main-taining Validity	Individual Needs	Appropriate for Domain	Not Recommended	Already Part of Assessment	Contact State Dept.	Braille Proficient or Lip Reading Ability	Other
South Carolina	Y	Y	Y*	Y	Y				Y		Y*
South Dakota	Y	Y		Y	Y	Y	Y	Y		Y*	
Tennessee											Y*
Texas	Y	Y		Y	Y				Y		Y*
Utah	Y	Y	Y*	Y	Y					Y*	Y*
Vermont	Y	Y		Y	Y	Y	Y	Y			Y*
Virginia	Y	Y		Y	Y	Y	Y	Y		Y*	
Washington	Y	Y		Y	Y				Y		
West Virginia											
Wisconsin	Y	Y		Y	Y	Y	Y	Y		Y*	
Wyoming	Y	Y		Y	Y	Y	Y	Y		Y*	
District of Columbia	Y	Y		Y	Y	Y	Y	Y		Y*	
Total	46	39	4	42	39	28	27	23	11	23	11

Table B.6: Accommodation Decision-making Criteria that Can be Used (2 of 2)

State	Decision-making Criteria notes and “Other” Categories Explained
Alabama	<p>How Long Used:</p> <ol style="list-style-type: none"> 1. Justification of the need for the testing accommodation; 2. Prior practice in the classroom on a regular basis for instruction and on classroom tests for at least one instructional year; and 3. Success of the accommodation during prior practice. <p>Other: Accommodations used on state tests, the expected performance not matching between class and state tests, and student and teacher feedback</p>
Delaware	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Georgia	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Hawaii	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Illinois	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Kansas	<p>IEP Team: Students qualifying for KAMM: An EL who qualifies for KAMM applies the same accommodation listed in the IEP to take the KELLPA.</p>
Kentucky	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Maine	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>

State	Decision-making Criteria notes and "Other" Categories Explained
Massachusetts	<p>Contact State Dept.: At least two weeks prior to test administration, the principal or designee must request written permission from the Department when a nonstandard accommodation not on the above list is being considered by the student's IEP or 504 team. Accommodations must meet the criteria set forth in section C of this appendix and receive written approval from the Department. The student's IEP or 504 Plan team must reconvene in order to document any changes to accommodations listed in the plan, and the plan must be signed by the parent before the accommodation may be used.</p> <p>Other:</p> <ol style="list-style-type: none"> If a nonstandard accommodation will be provided, the student meets all the eligibility criteria for that accommodation listed in section H of this appendix. <p>Note on "by request" accommodations: It is acceptable for teams to list an accommodation in the plan with the notation "as requested by the student," signifying that the student may require the accommodation only periodically during the test; for example, a student who tires easily may need a scribe only during the latter part of a test session. Refer to specific conditions and criteria for each accommodation.</p> <p>Using Read aloud on MEPA Reading- criteria required for use:</p> <ol style="list-style-type: none"> The student has a specific disability that severely limits or prevents him or her from decoding text, even after varied and repeated attempts to teach the student to do so. The student must be a virtual non-reader, not simply reading below grade level. <p>AND</p> <ol style="list-style-type: none"> The student has access to printed materials only through a reader, and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except while the student is actually being taught to decode. <p>Scribe on MEPA Writing- criteria required for use:</p> <ol style="list-style-type: none"> The student has a significant disability which requires the dictation of all written responses to a scribe or use of an electronic speech-to-text conversion device for all responses. <p>OR</p> <ol style="list-style-type: none"> The student with a disability is unable to use his or her writing hand or arm at the time of testing due to a broken bone or fracture. (See accommodation 19 for additional information on using a scribe for a student who is not presently on an IEP or 504 plan.) <p>Spell or grammar check function on word processor, spell check device or word prediction software for the MEPA writing test- required criteria for use:</p>

State	Decision-making Criteria notes and “Other” Categories Explained
Massachusetts (continued)	<p>1. The student has a specific documented disability that severely limits or prevents him or her from spelling correctly, even after varied and repeated attempts to teach the student to do so. The student must be virtually unable to spell simple words. AND</p> <p>2. The student can produce understandable written work only through the use of a spell- or grammar-checking device or word prediction software that is already used during routine instruction. ...</p> <p>Any other nonstandard accommodation- criteria required to use: At least two weeks prior to test administration, the principal or designee must request written permission from the Department when a nonstandard accommodation not on the above list is being considered by the student's IEP or 504 team. Accommodations must meet the criteria set forth in section C of this appendix and receive written approval from the Department. The student's IEP or 504 Plan team must reconvene in order to document any changes to accommodations listed in the plan, and the plan must be signed by the parent before the accommodation may be used.</p>
Michigan	<p>Other: Rapid onset of disability: Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example, a few days prior to taking the assessment, a student may have broken his or her arm, thereby necessitating the use of a word processor or scribe. Or, a student may have recently undergone surgery and be homebound or in the hospital, thereby necessitating the assessment be administered in the student's home or at the hospital under the supervision of a school district professional. In cases of rapid onset of a medical disability, the OEAA asks that the school's principal or guidance counselor document, for the student's file, the date and nature of the disability (e.g., broken arm) and describe the accommodation that was provided. This accommodation will be considered “standard” and should be noted appropriately on the student's scannable booklet or answer document.</p>
Minnesota	<p>Other: When making decisions about appropriate accommodations for an individual student, the school should consider the following information:</p> <ul style="list-style-type: none"> • Current English language proficiency level • Literacy in home language and in English • Opportunity to learn the content areas assessed • The primary language of instruction in the content areas • Experience and length of time in U.S. schools • Degree of familiarity with using the accommodations in instruction and assessment [already checked in our table] • Grade level • Other school or district-level related data <p>Also state allows students with temporary disability to use accommodations (e.g., scribe)</p>

State	Decision-making Criteria notes and “Other” Categories Explained
Mississippi	<p>Contact state Dept.: Approval must be granted by the Office of Student Assessment (OSA) four (4) weeks prior to the use of accommodations that are not included in this list. Please complete the Accommodation Request Form and submit it to OSA. It is the responsibility of the OSA to determine whether the use of such accommodation(s) will affect the validity of the assessment..</p> <p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Missouri	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Montana	<p>How Long Used: Used 3 months prior.</p>
New Hampshire	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
New Jersey	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
New Mexico	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
New York	<p>Other: Principals may provide accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such a determination. These accommodations must not significantly change the constructs/student skills being tested and are limited to the following:</p> <ul style="list-style-type: none"> • extending the time limit for a test, • administering the test in a special location, and • recording the student's answers in any manner. (When answering questions designed to measure writing ability, students must provide all punctuation, paragraphing, and spelling of more difficult words.) <p>Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of Assessment Policy, Development and Administration.</p>
Oklahoma	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Oregon	<p>Other: Students without the necessary computer skills to participate in the ELPA may have an assistant help with pointing and clicking the mouse. The assistant must click only the answer the student has selected regardless of whether the answer is correct.</p>
Pennsylvania	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Rhode Island	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>

State	Decision-making Criteria notes and “Other” Categories Explained
South Carolina	<p>How Long Used: throughout school year.</p> <p>Other: Students who suffer injuries may be scheduled for testing later in the district’s testing window. If a student cannot write or bubble answers because of an injury, such as a broken arm, the testing may be delayed and the student may follow any of the options listed as an accommodation on pages C-3–C-5 of Appendix C. These accommodations include changing the setting, timing, scheduling, presentation, or using one of the alternative response options. For example, some students find it easier to use a computer to type responses when they have a broken finger, broken wrist, or a broken arm. Other alternatives include having the student indicate the answer choices non-verbally (pointing) or dictating responses to a qualified individual. In each case, the TA and STC should follow the guidelines set forth in Appendix C.</p>
South Dakota	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Tennessee	<p>Other: Question: Doesn’t ELDA give us the flexibility to test IEP students with the accommodations for ELDA the same as used for TCAP? Answer: No – there are a few accommodations for the ELDA, e.g., Braille, writing for students who cannot write.</p>
Texas	<p>Other: Information about accommodations for the TELPAS online reading tests for grades 2–12 is found in the Accommodations by Category Chart. In rare instances in which the use of an accommodation is not feasible or appropriate for an online administration, a paper test booklet (including large print) can be requested through the accommodation request process.</p>
Utah	<p>How Long Used: Accommodations should be provided routinely for instruction and assessment during the school year to be used for state assessments.</p> <p>Proficiency in Braille Or Lip Reading Ability: Braille users must be proficient in Braille. Other: Temporary 504 accommodations are available.</p>
Vermont	<p>Other: Test administrator knows how to accurately apply accommodation and it adheres to state policy on ELP tests. Student who breaks arm and does not have IEP or 504 may need an accommodation (computer or scribe).</p> <p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Virginia	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Wisconsin	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
Wyoming	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>
District of Columbia	<p>Proficiency in Braille and Lip-Reading Ability: See WIDA Participation Criteria for Alabama in Table B.2.</p>

Table B.7: Reading Accommodations Presentation (1 of 2)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Alabama	A	A				A	P	A	
Alaska	A	A				A	P	A	
Arizona	A							A	
Arkansas	A	A				A			
California	A	A		AI		A	AI	A	
Colorado	A	A				A	A		
Connecticut									
Delaware	A	A				A	P	A	
Florida	A	AC				A	P	A	
Georgia	A	A				A	P	A	
Hawaii	A	A				A	P	A	
Idaho	A	A	A	P		A	AC/AI	A	
Illinois	A	A				A	P	A	
Indiana	A					P	P	P	P
Iowa									
Kansas	A	A		AI		A			
Kentucky	A	A				A	P	A	
Louisiana	A	A	A	P	P	A	AI	A	
Maine	A	A				A	P	A	
Maryland	A	A	AC	AC	A	A			A
Massachusetts	A		A	AI	P	P		A	A
Michigan	A	AC	A		AI	A	AI	A	A

Table B.7: Reading Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Minnesota	A	A				A	P		
Mississippi	A	A				A	P	A	
Missouri	A	A				A	P	A	
Montana	A	A	A			P	P	A	
Nebraska	A	A						A	
New Hampshire	A	A				A	P	A	
New Jersey	A	A				A	P	A	
New Mexico	A	A				A	P	A	
New York	A	A		P		P	P		
Nevada									
North Carolina	A	A				A	P	A	
North Dakota	A	A				A	P	A	
Ohio	A	A	A	P					
Oklahoma	A	A				A	P	A	
Oregon						A		A ¹	
Pennsylvania	A	A				A	P	A	
Rhode Island	A	A				A	P	A	
South Carolina	A	A				P	P	A	A
South Dakota	A	A				A	P	A	
Tennessee		A							

Table B.7: Reading Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Texas	A					A			
Utah	A	A			P	P	P		
Vermont	A	A				A	P	A	
Virginia	A	A				A	P	A	
Washington	A	P	P	P		P	P	A ¹	
West Virginia	A	A							
Wisconsin	A	A				A	P	A	
Wyoming	A	A				A	P	A	
District of Columbia	A	A				A	P	A	
Total	A=46	A=40 AC=2 P=1	A=6 AC=1 P=1	AC=1 AI=3 P=5	A=1 AI=1 P=3	A=36 P=7	A=1 AI=3 AC/AI=1 P=32	A=36 P=1	A=4 P=1

¹Oregon and Washington allowed repeat/reread directions, but not clarify.

Table B.7: Reading Accommodations Presentation (2 of 2)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Alabama	P	A	P	A	A	P	A	A	A
Alaska	P	A	P	A	A	P	A	A	A
Arizona		P	P	A					
Arkansas					A				
California									
Colorado									
Connecticut									
Delaware	P	A	P	A	A	P	A	A	A
Florida	P	A	P	A			A		
Georgia	P	A	P	A	A	P	A	A	A
Hawaii	P	A	P	A	A	P	A	A	A
Idaho		A		A				A	
Illinois	P	A	P	A	A	P	A	A	A
Indiana	P	P	P						
Iowa									
Kansas					A		A		
Kentucky	P	A	P	A	A	P	A	A	A
Louisiana		P	P					A	A
Maine	P	A	P	A	A	P	A	A	A

Table B.7: Reading Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Maryland									
Massachusetts	P	P	P	A	A	P		A	
Michigan	P	AC	P	A					
Minnesota	P	A	P		A				
Mississippi	P	A	P	A	A	P	A	A	A
Missouri	P	A	P	A	A	P	A	A	A
Montana		P	P	A					
Nebraska									
New Hampshire	P	A	P	A	A	P	A	A	A
New Jersey	P	A	P	A	A	P	A	A	A
New Mexico	P	A	P	A	A	P	A	A	A
New York									
Nevada									
North Carolina	P	A	P	A	A	P	A	A	A
North Dakota	P	A	P	A	A	P	A	A	A
Ohio									
Oklahoma	P	A	P	A	A	P	A	A	A
Oregon		A						A	

Table B.7: Reading Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Pennsylvania	P	A	P	A	A	P	A	A	A
Rhode Island	P	A	P	A	A	P	A	A	A
South Carolina								A	
South Dakota	P	A	P	A	A	P	A	A	A
Tennessee									
Texas			P					A	
Utah		P	P						
Vermont	P	A	P	A	A	P	A	A	A
Virginia	P	A	P	A	A	P	A	A	A
Washington		P	P						A
West Virginia									
Wisconsin	P	A	P	A	A	P	A	A	A
Wyoming	P	A	P	A	A	P	A	A	A
District of Columbia	P	A	P	A	A	P	A	A	A
Total	P=29	A=28 AC=1 P=7	P=35	A=30	A=28	P=25	A=26	A=30	A=26

Table B.8: Reading Accommodations Response (1 of 2)

State	Braille	Sign Response	Proctor/Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Alabama		P	A			
Alaska		P	A			
Arizona			A			
Arkansas			A			
California			A	A	A	
Colorado			A			A
Connecticut						
Delaware		P	A			
Florida			AC	A	AC	A
Georgia		P	A			
Hawaii		P	A			
Idaho			A			
Illinois		P	A			
Indiana		P				
Iowa						
Kansas	A					
Kentucky		P	A			
Louisiana		A	A	A	P	A
Maine		P	A			
Maryland	A		A	A	A	A
Massachusetts			A	A	A	A

Table B.8: Reading Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Michigan	AC	A	AC		A	
Minnesota	A		A	A	A	A
Mississippi		P	A			
Missouri		P	A			
Montana			A	A		A
Nebraska			A			
New Hampshire		P	A			
New Jersey		P	A			
New Mexico		P	A			
New York			A	A		
Nevada						
North Carolina		P	A			
North Dakota		P	A			
Ohio			A	A	A	
Oklahoma		P	A			
Oregon				A		
Pennsylvania		P	A			
Rhode Island		P	A			

Table B.8: Reading Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/Scribe	Computer or Machine	Write in Test Booklets	Communication Device
South Carolina	A			A	A	A
South Dakota		P	A			
Tennessee			A			
Texas		A	A		AC	A
Utah			A	A	A	A
Vermont		P	A			
Virginia		P	A			
Washington		P	A			A
West Virginia			A	A		
Wisconsin		P	A			
Wyoming		P	A			
District of Columbia		P	A			
Total	A=4 AC=1	A=3 P=26	A=42 AC=2	A=13	A=8 AC=2 P=1	A=11

Table B.8: Reading Accommodations Response (2 of 2)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Alabama		P	P	A		A	
Alaska		P	P	A		A	
Arizona	P	P	P				
Arkansas					A		
California		P			P		
Colorado							
Connecticut		P					
Delaware		P	P	A		A	
Florida	P	P		A		AC	A
Georgia		P	P	A		A	
Hawaii		P	P	A		A	
Idaho	P	P	AI				
Illinois		P	P	A		A	
Indiana			P				
Iowa							
Kansas	P	P					
Kentucky		P	P	A		A	
Louisiana	P	P	P		A		A
Maine		P	P	A		A	
Maryland		P			A		A

Table B.8: Reading Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Massachusetts	P	P	P	AC	A		A
Michigan	AI	AI	AC/AI	A	A		
Minnesota	P	P	P	A	A		
Mississippi		P	P	A		A	
Missouri		P	P	A		A	
Montana							
Nebraska							
New Hampshire		P	P	A		A	
New Jersey		P	P	A		A	
New Mexico		P	P	A		A	
New York					A		
Nevada							
North Carolina		P	P	A		A	
North Dakota		P	P	A		A	
Ohio					A		
Oklahoma		P	P	A		A	
Oregon		P					
Pennsylvania		P	P	A		A	
Rhode Island		P	P	A		A	
South Carolina		P		A	A		
South Dakota		P	P	A		A	
Tennessee							

Table B.8: Reading Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Texas	P	P		A			
Utah	P	P			A		
Vermont		P	P	A		A	
Virginia		P	P	A		A	
Washington	P	P					A
West Virginia	P				A		
Wisconsin		P	P	A		A	
Wyoming		P	P	A		A	
District of Columbia		P	P	A		A	
Total	AI=1 P=11	AI=1 P=38	AI=1 AC/AI=1 P=29	A=29 AC=1	A=11 P=1	A=24 AC=1	A=5

Table B.9: Reading Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/ Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Alabama	A	A	A	A		A	A
Alaska	A	A	A	A		A	A
Arizona	A	A		A		A	A
Arkansas	A					A	
California	A	A	A	A	A	A	A
Colorado							
Connecticut							
Delaware	A	A	A	A		A	A
Florida	A	A	A	A			A
Georgia	A	A	A	A		A	A
Hawaii	A	A	A	A		A	A
Idaho			A	A		A	A
Illinois	A	A	A	A		A	A
Indiana							
Iowa							
Kansas	A						
Kentucky	A	A	A	A		A	A
Louisiana	A			A	A		
Maine	A	A	A	A		A	A
Maryland	A	A		A	A	A	A

Table B.9: Reading Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Massachusetts	A	A	A	A	A	A	A
Michigan	A	A	A	A		A	A
Minnesota				A		A	
Mississippi	A	A	A	A		A	A
Missouri	A	A	A	A		A	A
Montana	A	A		A		A	
Nebraska							
New Hampshire	A	A	A	A		A	A
New Jersey	A	A	A	A		A	A
New Mexico	A	A	A	A		A	A
New York							
Nevada							
North Carolina	A	A	A	A		A	A
North Dakota	A	A	A	A		A	A
Ohio							
Oklahoma	A	A	A	A		A	A
Oregon	A	A	A	A	A	A	A
Pennsylvania	A	A	A	A		A	A
Rhode Island	A	A	A	A		A	A
South Carolina	A	A	A	A	A	A	A
South Dakota	A	A	A	A		A	A

Table B.9: Reading Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Tennessee							
Texas	A	A		A			
Utah	A	A					
Vermont	A	A	A	A		A	A
Virginia	A	A	A	A		A	A
Washington	A	A		A		A	A
West Virginia							
Wisconsin	A	A	A	A		A	A
Wyoming	A	A	A	A		A	A
District of Columbia	A	A	A	A		A	A
Total	A=39	A=36	A=31	A=38	A=6	A=36	A=34

Table B.9: Reading Accommodations Equipment (2 of 2)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Alabama	A	A	A	A	A		A
Alaska	A	A	A	A	A		A
Arizona			A		A		
Arkansas							
California							
Colorado							
Connecticut							
Delaware	A	A	A	A	A		A
Florida				A		P	A
Georgia	A	A	A	A	A		A
Hawaii	A	A	A	A	A		A
Idaho							
Illinois	A	A	A	A	A		A
Indiana							
Iowa							
Kansas							A
Kentucky	A	A	A	A	A		A
Louisiana			A				
Maine	A	A	A	A	A		A
Maryland					A	AC	A

Table B.9: Reading Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Massachusetts			A				A
Michigan			A	A			
Minnesota							
Mississippi	A	A	A	A	A		A
Missouri	A	A	A	A	A		A
Montana							
Nebraska							
New Hampshire	A	A	A	A	A		A
New Jersey	A	A	A	A	A		A
New Mexico	A	A	A	A	A		A
New York							
Nevada							
North Carolina	A	A	A	A	A		A
North Dakota	A	A	A	A	A		A
Ohio							
Oklahoma	A	A	A	A	A		A
Oregon							
Pennsylvania	A	A	A	A	A		A
Rhode Island	A	A	A	A	A		A

Table B.9: Reading Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
South Carolina		A					
South Dakota	A	A	A	A	A		A
Tennessee							
Texas						AC	
Utah							
Vermont	A	A	A	A	A		A
Virginia	A	A	A	A	A		A
Washington					A		
West Virginia							
Wisconsin	A	A	A	A	A		A
Wyoming	A	A	A	A	A		A
District of Columbia	A	A	A	A	A		A
Total	A=24	A=25	A=28	A=26	A=27	AC=2 P=1	A=28

Table B.10: Reading Accommodations Timing/Scheduling

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Alabama	A	A	A		A
Alaska	A	A	A		A
Arizona	A	A		A	
Arkansas	A				
California	A	A	A	A	A
Colorado					
Connecticut					
Delaware	A	A	A		A
Florida	A	A	A	A	A
Georgia	A	A	A		A
Hawaii	A	A	A		A
Idaho	A	A	A	A	
Illinois	A	A	A		A
Indiana					
Iowa					
Kansas					
Kentucky	A	A	A		A
Louisiana	A	A	A	A	
Maine	A	A	A		A
Maryland	A	A	A	A	A

Table B.10: Reading Accommodations Timing/Scheduling (continued)

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Massachusetts	A	A	P	A	P
Michigan	A	A		A	P
Minnesota	A				P
Mississippi	A	A	A		A
Missouri	A	A	A		A
Montana		A		A	
Nebraska	A				
New Hampshire	A	A	A		A
New Jersey	A	A	A		A
New Mexico	A	A	A		A
New York					
Nevada					
North Carolina	A	A	A		A
North Dakota	A	A	A		A
Ohio	A				
Oklahoma	A	A	A		A
Oregon				A	
Pennsylvania	A	A	A		A
Rhode Island	A	A	A		A
South Carolina	A	A	A	A	A

Table B.10: Reading Accommodations Timing/Scheduling (continued)

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
South Dakota	A	A	A		A
Tennessee					
Texas		A			A
Utah		A		A	
Vermont	A	A	A		A
Virginia	A	A	A		A
Washington		A			A
West Virginia			A	A	
Wisconsin	A	A	A		A
Wyoming	A	A	A		A
District of Columbia	A	A	A		A
Total	A=37	A=37	A=31 P=1	A=13	A=30 P=3

Table B.11: Reading Accommodations Setting

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Alabama	A	A	A	A	A		A	A
Alaska	A	A	A	A	A		A	A
Arizona	A	A			A			
Arkansas	A	A						
California	A	A	A	A			A	
Colorado								
Connecticut								
Delaware	A	A	A	A	A		A	
Florida	A	A				A	A	A
Georgia	A	A	A	A	A		A	
Hawaii	A	A	A	A	A		A	
Idaho	A	A	A	A	A	A	A	A
Illinois	A	A	A	A	A		A	
Indiana								
Iowa								
Kansas				A				
Kentucky	A	A	A	A	A		A	
Louisiana	A	A						
Maine	A	A	A	A	A		A	
Maryland			A	A	A	A		

Table B.11: Reading Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Massachusetts	A	A	A	A	A	A	A	A
Michigan		A		A	A		A	A
Minnesota								
Mississippi	A	A	A	A	A		A	
Missouri	A	A	A	A	A		A	
Montana	A	A	A	A	A		A	A
Nebraska		A						
New Hampshire	A	A	A	A	A		A	
New Jersey	A	A	A	A	A		A	
New Mexico	A	A	A	A	A		A	
New York								
Nevada								
North Carolina	A	A	A	A	A		A	
North Dakota	A	A	A	A	A		A	
Ohio	A	A		A				
Oklahoma	A	A	A		A		A	
Oregon	A	A		A	A			A
Pennsylvania	A	A	A	A	A		A	
Rhode Island	A	A	A	A	A		A	
South Carolina	A	A		A	A	A	A	A

Table B.11: Reading Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
South Dakota	A	A	A	A	A		A	
Tennessee								
Texas	A	A				A		
Utah	A					A		
Vermont	A	A	A	A	A		A	
Virginia	A	A	A	A	A		A	
Washington	A	A		A				
West Virginia	A	A						
Wisconsin	A	A	A	A	A		A	
Wyoming	A	A	A	A	A		A	
District of Columbia	A	A	A	A	A		A	
Total	A=39	A=40	A=29	A=34	A=32	A=7	A=31	A=9

Table B.12: Writing Accommodations Presentation (1 of 2)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Re-read/Repeat/Clarify Directions	Visual Cues
Alabama	A	A		A		A	P	A	
Alaska	A	A		A		A	P	A	
Arizona	A			A				A	
Arkansas	A	A		A		A			
California	A	A	A			A	A	A	
Colorado	A	A				A	A		
Connecticut									
Delaware	A	A		A		A	P	A	
Florida	A	AC				A	P	A	
Georgia	A	A		A		A	P	A	
Hawaii	A	A		A		A	P	A	
Idaho	A	A	A	P		A	AI	A	
Illinois	A	A		A		A	P	A	
Indiana	A					P	P	P	P
Iowa									
Kansas	A	A				A			
Kentucky	A	A		A		A	P	A	
Louisiana	A	A	A	A	A	A	A	A	
Maine	A	A		A		A	P	A	
Maryland	A	A	AC	AC	A	A			A

Table B.12: Writing Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Re-read/Repeat/Clarify Directions	Visual Cues
Massachusetts	A		A		P	P		A	A
Michigan	A	AC	A		AI	A	AI	A	A
Minnesota	A	A				A	A		
Mississippi	A	A		A		A	P	A	
Missouri	A	A		A		A	P	A	
Montana	A	A	A			A	A	A	
Nebraska	A	A						A	
New Hampshire	A	A		A		A	P	A	
New Jersey	A	A		A		A	P	A	
New Mexico	A	A		A		A	P	A	
New York	A	A				P	P		
Nevada									
North Carolina	A	A		A		A	P	A	
North Dakota	A	A		A		A	P	A	
Ohio	A	A	A	A					
Oklahoma	A	A		A		A	P	A	
Oregon						A		A ¹	
Pennsylvania	A	A		A		A	P	A	
Rhode Island	A	A		A		A	P	A	
South Carolina	A	A	A	A		P	P	A	A
South Dakota	A	A		A		A	P	A	

Table B.12: Writing Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Re-read/Repeat/Clarify Directions	Visual Cues
Tennessee		A							
Texas	A								
Utah	A	A		A	P	P	P		
Vermont	A	A		A		A	P	A	
Virginia	A	A		A		A	P	A	
Washington	A	P	P	P		P	P	A ¹	
West Virginia	A	A							
Wisconsin	A	A		A		A	P	A	
Wyoming	A	A		A		A	P	A	
District of Columbia	A	A		A		A	P	A	
Total	46	A=40 AC=2 P=1	A=8 AC=1 P=1	A=30 AC=1 P=2	A=2 AI=1 P=2	A=36 P=6	A=5 AI=2 P=30	A=36 P=1	A=4 P=1

¹Oregon and Washington allowed repeat/reread directions, but not clarify.

Table B.12: Writing Accommodations Presentation (2 of 2)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Alabama	P	A	P	A	P	P	A	A	A
Alaska	P	A	P	A	P	P	A	A	A
Arizona		P	P	A					
Arkansas					A				
California									
Colorado									
Connecticut									
Delaware	P	A	P	A	P	P	A	A	A
Florida	P	A	P	A			A		
Georgia	P	A	P	A	P	P	A	A	A
Hawaii	P	A	P	A	P	P	A	A	A
Idaho		A		A				A	
Illinois	P	A	P	A	P	P	A	A	A
Indiana	P	P	P						
Iowa									
Kansas					A		A		
Kentucky	P	A	P	A	P	P	A	A	A
Louisiana		P	P					A	A
Maine	P	A	P	A	P	P	A	A	A

Table B.12: Writing Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Maryland									
Massachusetts	P	P	P	A	A	P		A	
Michigan	P	AC	P	A					
Minnesota	P	A	P		A				
Mississippi	P	A	P	A	P	P	A	A	A
Missouri	P	A	P	A	P	P	A	A	A
Montana		P	P	A					
Nebraska									
New Hampshire	P	A	P	A	P	P	A	A	A
New Jersey	P	A	P	A	P	P	A	A	A
New Mexico	P	A	P	A	P	P	A	A	A
New York									
Nevada									
North Carolina	P	A	P	A	P	P	A	A	A
North Dakota	P	A	P	A	P	P	A	A	A
Ohio									
Oklahoma	P	A	P	A	P	P	A	A	A
Oregon		A						A	
Pennsylvania	P	A	P	A	P	P	A	A	A
Rhode Island	P	A	P	A	P	P	A	A	A
South Carolina								A	
South Dakota	P	A	P	A	P	P	A	A	A

Table B.12: Writing Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Tennessee									
Texas									
Utah		P	P						
Vermont	P	A	P	A	P	P	A	A	A
Virginia	P	A	P	A	P	P	A	A	A
Washington		P	P						A
West Virginia									
Wisconsin	P	A	P	A	P	P	A	A	A
Wyoming	P	A	P	A	P	P	A	A	A
District of Columbia	P	A	P	A	P	P	A	A	A
Total	P=29	A=28 AC=1 P=7	P=34	A=30	A=4 P=24	P=25	A=26	A=29	A=26

Table B.13: Writing Accommodations Response (1 of 2)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Alabama	P	P	A	A		
Alaska	P	P	A	A		
Arizona			P			
Arkansas			A			
California		A	AI	A	A	
Colorado			A			A
Connecticut						
Delaware	P	P	A	A		
Florida		P	AC	A	AC	A
Georgia	P	P	A	A		
Hawaii	P	P	A	A		
Idaho			A			
Illinois	P	P	A	A		
Indiana		P				
Iowa						
Kansas	A					
Kentucky	P	P	A	A		
Louisiana		A	A	A	P	A
Maine	P	P	A	A		
Maryland	A		A	A	A	A
Massachusetts			AI	A	A	A

Table B.13: Writing Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Michigan	AC	A	AC	A	A	
Minnesota	A		A	A	A	A
Mississippi	P	P	A	A		
Missouri	P	P	A	A		
Montana			A	A		A
Nebraska			A			
New Hampshire	P	P	A	A		
New Jersey	P	P	A	A		
New Mexico	P	P	A	A		
New York			A	A		
Nevada						
North Carolina	P	P	A	A		
North Dakota	P	P	A	A		
Ohio			A	A	A	
Oklahoma	P	P	A	A		
Oregon				A		
Pennsylvania	P	P	A	A		
Rhode Island	P	P	A	A		
South Carolina	A		A	A	A	A
South Dakota	P	P	A	A		
Tennessee			A			
Texas					AC	

Table B.13: Writing Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Utah	P		A	A	A	A
Vermont	P	P	A	A		
Virginia	P	P	A	A		
Washington		P	A			A
West Virginia				A		
Wisconsin	P	P	A	A		
Wyoming	P	P	A	A		
District of Columbia	P	P	A	A		
Total	A=4 AC=1 P=25	A=3 P=27	A=38 AC=2 AI=2 P=1	A=38	A=8 AC=1 P=1	A=10

Table B.13: Writing Accommodations Response (2 of 2)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Alabama	AC	P	P	P	P	P	
Alaska	AC	P	P	P	P	P	
Arizona	P	P	P				
Arkansas					A		
California	AI	P	AI		AI		
Colorado							
Connecticut		P					
Delaware	AC	P	P	P	P	P	
Florida	P	P		A	AC	AC	
Georgia	AC	P	P	P	P	P	
Hawaii	AC	P	P	P	P	P	
Idaho	P	P	AI				
Illinois	AC	P	P	P	P	P	
Indiana			P				
Iowa							
Kansas	P	P					
Kentucky	AC	P	P	P	P	P	
Louisiana	P	P	P		A		A
Maine	AC	P	P	P	P	P	
Maryland	AC	P			A		A

Table B.13: Writing Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Massachusetts	P	P	P	AC	A		A
Michigan	AI	AI	AC/AI	A	A		
Minnesota	P	P	P	A	A		
Mississippi	AC	P	P	P	P	P	
Missouri	AC	P	P	P	P	P	
Montana							
Nebraska				P			
New Hampshire	AC	P	P		P	P	
New Jersey	AC	P	P	P	P	P	
New Mexico	AC	P	P	P	P	P	
New York	P				A		
Nevada							
North Carolina	AC	P	P	P	P	P	
North Dakota	AC	P	P	P	P	P	
Ohio					A		
Oklahoma	AC	P	P	P	P	P	
Oregon	AC	P					
Pennsylvania	AC	P	P	P	P	P	
Rhode Island	AC	P	P	P	P	P	
South Carolina	AC	P		A	A		
South Dakota	AC	P	P	P	P	P	
Tennessee							

Table B.13: Writing Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Texas							
Utah	P	P			A		
Vermont	AC	P	P	P	P	P	
Virginia	AC	P	P	P	P	P	
Washington	P	P					A
West Virginia	P						
Wisconsin	AC	P	P	P	P	P	
Wyoming	AC	P	P	P	P	P	
District of Columbia	AC	P	P	P	P	P	
Total	AC=27 AI=2 P=11	AI=1 P=37	AI=1 AC/AI=1 P=29	A=4 AC=1 P=24	A=10 AC=1 AI=1 P=24	A=24 AC=1	A=4

Table B.14: Writing Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/ Acoustics	Special Paper	Audio/ Video Equipment	Noise Buffer	Adaptive or Special Furniture
Alabama	A	A	A	A		A	A
Alaska	A	A	A	A		A	A
Arizona	A	A		A		A	A
Arkansas	A					A	
California	A	A	A	A	A	A	A
Colorado							
Connecticut							
Delaware	A	A	A	A		A	A
Florida	A	A	A	A			A
Georgia	A	A	A	A		A	A
Hawaii	A	A	A	A		A	A
Idaho			A	A		A	A
Illinois	A	A	A	A		A	A
Indiana							
Iowa							
Kansas	A						
Kentucky	A	A	A	A		A	A
Louisiana	A			A	A		
Maine	A	A	A	A		A	A
Maryland	A	A		A	A	A	A

Table B.14: Writing Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Massachusetts	A	A	A	A	A	A	A
Michigan	A	A	A	A		A	A
Minnesota				A		A	
Mississippi	A	A	A	A		A	A
Missouri	A	A	A	A		A	A
Montana	A	A		A		A	
Nebraska							
New Hampshire	A	A	A	A		A	A
New Jersey	A	A	A	A		A	A
New Mexico	A	A	A	A		A	A
New York							
Nevada							
North Carolina	A	A	A	A		A	A
North Dakota	A	A	A	A		A	A
Ohio							
Oklahoma	A	A	A	A		A	A
Oregon	A	A	A	A	A	A	A
Pennsylvania	A	A	A	A		A	A
Rhode Island	A	A	A	A		A	A
South Carolina	A	A	A	A	A	A	A
South Dakota	A	A	A	A		A	A
Tennessee							

Table B.14: Writing Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Texas							
Utah	A	A					
Vermont	A	A	A	A		A	A
Virginia	A	A	A	A		A	A
Washington	A	A		A		A	A
West Virginia							
Wisconsin	A	A	A	A		A	A
Wyoming	A	A	A	A		A	A
District of Columbia	A	A	A	A		A	A
Total	A=38	A=35	A=31	A=37	A=6	A=36	A=34

Table B.14: Writing Accommodations Equipment (2 of 2)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Alabama	A	A	A	A	A		A
Alaska	A	A	A	A	A		A
Arizona			A		A		
Arkansas							
California							
Colorado							
Connecticut							
Delaware	A	A	A	A	A		A
Florida				A		P	A
Georgia	A	A	A	A	A		A
Hawaii	A	A	A	A	A		A
Idaho							
Illinois	A	A	A	A	A		A
Indiana							
Iowa							
Kansas							A
Kentucky	A	A	A	A	A		A
Louisiana			A				
Maine	A	A	A	A	A		A
Maryland					A	AC	A

Table B.14: Writing Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Massachusetts			A				A
Michigan			A	A			
Minnesota							
Mississippi	A	A	A	A	A		A
Missouri	A	A	A	A	A		A
Montana							
Nebraska							
New Hampshire	A	A	A	A	A		A
New Jersey	A	A	A	A	A		A
New Mexico	A	A	A	A	A		A
New York							
Nevada							
North Carolina	A	A	A	A	A		A
North Dakota	A	A	A	A	A		A
Ohio							
Oklahoma	A	A	A	A	A		A
Oregon							
Pennsylvania	A	A	A	A	A		A
Rhode Island	A	A	A	A	A		A
South Carolina		A					
South Dakota	A	A	A	A	A		A

Table B.14: Writing Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Tennessee							
Texas						AC	
Utah							
Vermont	A	A	A	A	A		A
Virginia	A	A	A	A	A		A
Washington					A		
West Virginia							
Wisconsin	A	A	A	A	A		A
Wyoming	A	A	A	A	A		A
District of Columbia	A	A	A	A	A		A
Total	A=24	A=25	A=28	A=26	A=27	AC=2 P=1	A=28

Table B.15: Writing Accommodations Timing/Scheduling

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Alabama	A	A	A		A
Alaska	A	A	A		A
Arizona	A	A		A	
Arkansas	A				
California	A	A	A	A	A
Colorado					
Connecticut					
Delaware	A	A	A		A
Florida	A	A	A	A	A
Georgia	A	A	A		A
Hawaii	A	A	A		A
Idaho	A	A	A	A	
Illinois	A	A	A		A
Indiana					
Iowa					
Kansas					
Kentucky	A	A	A		A
Louisiana	A	A	A	A	
Maine	A	A	A		A
Maryland	A	A	A	A	A
Massachusetts	A	A	P	A	P
Michigan	A	A		A	
Minnesota	A				P
Mississippi	A	A	A		A
Missouri	A	A	A		A
Montana		A		A	
Nebraska	A				
New Hampshire	A	A	A		A
New Jersey	A	A	A		A
New Mexico	A	A	A		A
New York					

Table B.15: Writing Accommodations Timing/Scheduling (continued)

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Nevada					
North Carolina	A	A	A		A
North Dakota	A	A	A		A
Ohio	A				
Oklahoma	A	A	A		A
Oregon				A	
Pennsylvania	A	A	A		A
Rhode Island	A	A	A		A
South Carolina	A	A	A	A	A
South Dakota	A	A	A		A
Tennessee					
Texas		A			
Utah		A		A	
Vermont	A	A	A		A
Virginia	A	A	A		A
Washington		A			A
West Virginia			A	A	
Wisconsin	A	A	A		A
Wyoming	A	A	A		A
District of Columbia	A	A	A		A
Total	A=37	A=36	A=31 P=1	A=13	A=29 P=2

Table B.16: Writing Accommodations Setting

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Alabama	A	A	A	A	A		A	A
Alaska	A	A	A	A	A		A	A
Arizona	A	A			A			
Arkansas	A	A						
California	A	A	A	A			A	
Colorado								
Connecticut								
Delaware	A	A	A	A	A		A	
Florida	A	A				A	A	A
Georgia	A	A	A	A	A		A	
Hawaii	A	A	A	A	A		A	
Idaho	A	A	A	A	A	A	A	A
Illinois	A	A	A	A	A		A	
Indiana								
Iowa								
Kansas				A				
Kentucky	A	A	A	A	A		A	
Louisiana	A	A						
Maine	A	A	A	A	A		A	
Maryland			A	A	A	A		
Massachusetts	A	A	A	A	A	A	A	A

Table B.16: Writing Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Michigan		A		A	A		A	A
Minnesota								
Mississippi	A	A	A	A	A		A	
Missouri	A	A	A	A	A		A	
Montana	A	A	A	A	A		A	A
Nebraska		A						
New Hampshire	A	A	A	A	A		A	
New Jersey	A	A	A	A	A		A	
New Mexico	A	A	A	A	A		A	
New York								
Nevada								
North Carolina	A	A	A	A	A		A	
North Dakota	A	A	A	A	A		A	
Ohio	A	A		A				
Oklahoma	A	A	A		A		A	
Oregon	A	A		A	A			A
Pennsylvania	A	A	A	A	A		A	
Rhode Island	A	A	A	A	A		A	
South Carolina	A	A		A	A	A	A	A
South Dakota	A	A	A	A	A		A	
Tennessee								

Table B.16: Writing Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Texas								
Utah	A					A		
Vermont	A	A	A	A	A		A	
Virginia	A	A	A	A	A		A	
Washington	A	A		A				
West Virginia	A	A						
Wisconsin	A	A	A	A	A		A	
Wyoming	A	A	A	A	A		A	
District of Columbia	A	A	A	A	A		A	
Total	A=38	A=39	A=29	A=34	A=32	A=6	A=31	A=9

Table B.17: Listening Accommodations Presentation (1 of 2)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Alabama	A	A				A	P	A	
Alaska	A	A				A	P	A	
Arizona	A							A	
Arkansas	A	A				A			
California	A	A				A	AI	A	
Colorado	A	A				A	A		
Connecticut									
Delaware	A	A				A	P	A	
Florida	A	AC		A		A	P	A	
Georgia	A	A				A	P	A	
Hawaii	A	A				A	P	A	
Idaho	A	A	A	P		A	P	A	
Illinois	A	A				A	P	A	
Indiana	A					P	P	P	P
Iowa									
Kansas	A	A				A			
Kentucky	A	A				A	P	A	
Louisiana	A	A	A	A	A	A	A	A	
Maine	A	A				A	P	A	
Maryland	A	A	AC	AC	A	A			A
Massachusetts			A	P		P		A	A

Table B.17: Listening Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Michigan	A	AC	A		AI	A	A	A	A
Minnesota	A	A				A	P		
Mississippi	A	A				A	P	A	
Missouri	A	A				A	P	A	
Montana	A	A	A			A	A	A	
Nebraska	A	A						A	
New Hampshire	A	A				A	P	A	
New Jersey	A	A				A	P	A	
New Mexico	A	A				A	P	A	
New York	A	A				A	A		
Nevada									
North Carolina	A	A				A	P	A	
North Dakota	A	A				A	P	A	
Ohio	A	A							
Oklahoma	A	A				A	P	A	
Oregon						A		A ¹	
Pennsylvania	A	A				A	P	A	
Rhode Island	A	A				A	P	A	
South Carolina	A					A	A	A	A
South Dakota	A	A				A	P	A	
Tennessee		A							
Texas	A								
Utah	A	A			P	P	P		

Table B.17: Listening Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Vermont	A	A				A	P	A	
Virginia	A	A				A	P	A	
Washington	A	P	P	P		P	P	A ¹	
West Virginia	P	P							
Wisconsin	A	A				A	P	A	
Wyoming	A	A				A	P	A	
District of Columbia	A	A				A	P	A	
Total	A=44 P=1	A=38 AC=2 P=2	A=5 AC=1 P=1	A=2 AC=1 P=3	A=2 AI=1 P=1	A=38 P=4	A=6 AI=1 P=30	A=36 P=1	A=4 P=1

¹Oregon and Washington allowed repeat/reread directions, but not clarify.

Table B.17: Listening Accommodations Presentation (2 of 2)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Alabama	P	A	P	A	P	P	A	A	A
Alaska	P	A	P	A	P	P	A	A	A
Arizona		P	P	A					
Arkansas					A				
California									
Colorado									
Connecticut									
Delaware	P	A	P	A	P	P	A	A	A
Florida	P	A	P	A			A		
Georgia	P	A	P	A	P	P	A	A	A
Hawaii	P	A	P	A	P	P	A	A	A
Idaho		A		A				A	
Illinois	P	A	P	A	P	P	A	A	A
Indiana	P	P	P						
Iowa									
Kansas					A		A		
Kentucky	P	A	P	A	P	P	A	A	A
Louisiana		P	P					A	A
Maine	P	A	P	A	P	P	A	A	A

Table B.17: Listening Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Maryland									
Massachusetts	P	P	P	A	A	P		A	
Michigan	P	AC	P	A					
Minnesota	P	A	P		A				
Mississippi	P	A	P	A	P	P	A	A	A
Missouri	P	A	P	A	P	P	A	A	A
Montana		P	P	A					
Nebraska									
New Hampshire	P	A	P	A	P	P	A	A	A
New Jersey	P	A	P	A	P	P	A	A	A
New Mexico	P	A	P	A	P	P	A	A	A
New York									
Nevada									
North Carolina	P	A	P	A	P	P	A	A	A
North Dakota	P	A	P	A	P	P	A	A	A
Ohio									
Oklahoma	P	A	P	A	P	P	A	A	A
Oregon		A						A	
Pennsylvania	P	A	P	A	P	P	A	A	A
Rhode Island	P	A	P	A	P	P	A	A	A
South Carolina								A	

Table B.17: Listening Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
South Dakota	P	A	P	A	P	P	A	A	A
Tennessee									
Texas									
Utah		P	P						
Vermont	P	A	P	A	P	P	A	A	A
Virginia	P	A	P	A	P	P	A	A	A
Washington		P	P						A
West Virginia									
Wisconsin	P	A	P	A	P	P	A	A	A
Wyoming	P	A	P	A	P	P	A	A	A
District of Columbia	P	A	P	A	P	P	A	A	A
Total	P=29	A=28 AC=1 P=7	P=34	A=30	A=4 P=24	P=25	A=26	A=29	A=26

Table B.18: Listening Accommodations Response (1 of 2)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Alabama		P	A			
Alaska		P	A			
Arizona			A			
Arkansas			A			
California			A	A		
Colorado			A			A
Connecticut						
Delaware		P	A			
Florida		P	AC	A	AC	A
Georgia		P	A			
Hawaii		P	A			
Idaho						
Illinois		P	A			
Indiana		P				
Iowa						
Kansas	A					
Kentucky		P	A			
Louisiana		A	A	A	A	A
Maine		P	A			
Maryland	A		A	A	A	A
Massachusetts			P	A	A	A
Michigan	AC	A	AC		A	
Minnesota	A		A	A	A	A
Mississippi		P	A			
Missouri		P	A			
Montana			A	A		A
Nebraska			A			
New Hampshire		P	A			
New Jersey		P	A			
New Mexico		P	A			
New York			A	A		

Table B.18: Listening Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Nevada						
North Carolina		P	A			
North Dakota		P	A			
Ohio			A	A	A	
Oklahoma		P	A			
Oregon				A		
Pennsylvania		P	A			
Rhode Island		P	A			
South Carolina	A			A	A	A
South Dakota		P	A			
Tennessee			A			
Texas					AC	
Utah			A	A	A	A
Vermont		P	A			
Virginia		P	A			
Washington		P	A			A
West Virginia			A	A		
Wisconsin		P	A			
Wyoming		P	A			
District of Columbia		P	A			
Total	A=4 AC=1	A=2 P=27	A=39 AC=2 P=1	A=13	A=8 AC=1	A=10

Table B.18: Listening Accommodations Response (2 of 2)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Alabama		P	P	A	P	A	
Alaska		P	P	A	P	A	
Arizona	P	P	P				
Arkansas					A		
California		P			P		
Colorado							
Connecticut		P					
Delaware		P	P	A	P	A	
Florida	P	P		A		AC	
Georgia		P	P	A	P	A	
Hawaii		P	P	A	P	A	
Idaho	P	P	AI				
Illinois		P	P	A	P	A	
Indiana			P				
Iowa							
Kansas	P	P					
Kentucky		P	P	A	P	A	
Louisiana	P	P	P		A		A
Maine		P	P	A	P	A	
Maryland		P			A		A
Massachusetts	P	P	P	AC	A		A

Table B.18: Listening Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Michigan	AI	AI	AC/AI	A	A		
Minnesota	P	P	P	A			
Mississippi		P	P	A	P	A	
Missouri		P	P	A	P	A	
Montana							
Nebraska							
New Hampshire		P	P	A	P	A	
New Jersey		P	P	A	P	A	
New Mexico		P	P	A	P	A	
New York					A		
Nevada							
North Carolina		P	P	A	P	A	
North Dakota		P	P	A	P	A	
Ohio					A		
Oklahoma		P	P	A	P	A	
Oregon		P					
Pennsylvania		P	P	A	P	A	
Rhode Island		P	P	A	P	A	
South Carolina		P		A	A		
South Dakota		P	P	A	P	A	
Tennessee							

Table B.18: Listening Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Texas							
Utah	P	P			A		
Vermont		P	P	A	P	A	
Virginia		P	P	A	P	A	
Washington	P	P					A
West Virginia	P				A		
Wisconsin		P	P	A	P	A	
Wyoming		P	P	A	P	A	
District of Columbia		P	P	A	P	A	
Total	AI=1 P=10	AI=1 P=37	AI=1 AC/AI=1 P=29	A=28 AC=1	A=10 P=25	A=24 AC=1	A=4

Table B.19: Listening Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Alabama	A	A	A	A		A	A
Alaska	A	A	A	A		A	A
Arizona	A	A		A		A	A
Arkansas	A					A	
California	A	A	A	A	A	A	A
Colorado							
Connecticut							
Delaware	A	A	A	A		A	A
Florida	A	A	A	A			A
Georgia	A	A	A	A		A	A
Hawaii	A	A	A	A		A	A
Idaho			A	A		A	A
Illinois	A	A	A	A		A	A
Indiana							
Iowa							
Kansas	A						
Kentucky	A	A	A	A		A	A
Louisiana	A			A	A		
Maine	A	A	A	A		A	A
Maryland	A	A		A	A	A	A
Massachusetts	A	A	A	A	A	A	A

Table B.19: Listening Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Michigan	A	A	A	A		A	A
Minnesota				A		A	
Mississippi	A	A	A	A		A	A
Missouri	A	A	A	A		A	A
Montana	A	A		A		A	
Nebraska							
New Hampshire	A	A	A	A		A	A
New Jersey	A	A	A	A		A	A
New Mexico	A	A	A	A		A	A
New York							
Nevada							
North Carolina	A	A	A	A		A	A
North Dakota	A	A	A	A		A	A
Ohio							
Oklahoma	A	A	A	A		A	A
Oregon	A	A	A	A	A	A	A
Pennsylvania	A	A	A	A		A	A
Rhode Island	A	A	A	A		A	A
South Carolina	A	A	A	A	A	A	A
South Dakota	A	A	A	A		A	A
Tennessee							
Texas							

Table B.19: Listening Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Utah	A	A					
Vermont	A	A	A	A		A	A
Virginia	A	A	A	A		A	A
Washington	A	A		A		A	A
West Virginia							
Wisconsin	A	A	A	A		A	A
Wyoming	A	A	A	A		A	A
District of Columbia	A	A	A	A		A	A
Total	A=38	A=35	A=31	A=37	A=6	A=36	A=34

Table B.19: Listening Accommodations Equipment (2 of 2)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Alabama	A	A	A	A	A		A
Alaska	A	A	A	A	A		A
Arizona			A		A		
Arkansas							
California							
Colorado							
Connecticut							
Delaware	A	A	A	A	A		A
Florida				A		P	A
Georgia	A	A	A	A	A		A
Hawaii	A	A	A	A	A		A
Idaho							
Illinois	A	A	A	A	A		A
Indiana							
Iowa							
Kansas							A
Kentucky	A	A	A	A	A		A
Louisiana			A				
Maine	A	A	A	A	A		A
Maryland					A	AC	A

Table B.19: Listening Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Massachusetts			A				A
Michigan			A	A			
Minnesota							
Mississippi	A	A	A	A	A		A
Missouri	A	A	A	A	A		A
Montana							
Nebraska							
New Hampshire	A	A	A	A	A		A
New Jersey	A	A	A	A	A		A
New Mexico	A	A	A	A	A		A
New York							
Nevada							
North Carolina	A	A	A	A	A		A
North Dakota	A	A	A	A	A		A
Ohio							
Oklahoma	A	A	A	A	A		A
Oregon							
Pennsylvania	A	A	A	A	A		A
Rhode Island	A	A	A	A	A		A
South Carolina		A					
South Dakota	A	A	A	A	A		A
Tennessee							

Table B.19: Listening Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Texas						AC	
Utah							
Vermont	A	A	A	A	A		A
Virginia	A	A	A	A	A		A
Washington					A		
West Virginia							
Wisconsin	A	A	A	A	A		A
Wyoming	A	A	A	A	A		A
District of Columbia	A	A	A	A	A		A
Total	A=24	A=25	A=28	A=26	A=27	AC=2 P=1	A=28

Table B.20: Listening Accommodations Timing/Scheduling

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Alabama	A	A	A		A
Alaska	A	A	A		A
Arizona	A	A		A	
Arkansas	A				
California	A	A	A	A	A
Colorado					
Connecticut					
Delaware	A	A	A		A
Florida	A	A	A	A	A
Georgia	A	A	A		A
Hawaii	A	A	A		A
Idaho	A	A	A	A	
Illinois	A	A	A		A
Indiana					
Iowa					
Kansas					
Kentucky	A	A	A		A
Louisiana	A	A	A	A	
Maine	A	A	A		A
Maryland	A	A	A	A	A
Massachusetts	A	A	P	A	P
Michigan	A	A		A	P
Minnesota	A				P
Mississippi	A	A	A		A
Missouri	A	A	A		A
Montana		A		A	
Nebraska	A				
New Hampshire	A	A	A		A
New Jersey	A	A	A		A
New Mexico	A	A	A		A
New York					
Nevada					

Table B.20: Listening Accommodations Timing/Scheduling (continued)

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
North Carolina	A	A	A		A
North Dakota	A	A	A		A
Ohio	A				
Oklahoma	A	A	A		A
Oregon				A	
Pennsylvania	A	A	A		A
Rhode Island	A	A	A		A
South Carolina	A	A	A	A	A
South Dakota	A	A	A		A
Tennessee					
Texas		A			
Utah		A		A	
Vermont	A	A	A		A
Virginia	A	A	A		A
Washington		A			A
West Virginia			A	A	
Wisconsin	A	A	A		A
Wyoming	A	A	A		A
District of Co-lumbia	A	A	A		A
Total	A=37	A=37	A=31 P=1	A=13	A=29 P=3

Table B.21: Listening Accommodations Setting

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Alabama	A	A	A	A	A		A	A
Alaska	A	A	A	A	A		A	A
Arizona	A	A			A			
Arkansas	A	A						
California	A	A	A	A			A	
Colorado								
Connecticut								
Delaware	A	A	A	A	A		A	
Florida	A	A				A	A	A
Georgia	A	A	A	A	A		A	
Hawaii	A	A	A	A	A		A	
Idaho	A	A	A	A	A	A	A	A
Illinois	A	A	A	A	A		A	
Indiana								
Iowa								
Kansas				A				
Kentucky	A	A	A	A	A		A	
Louisiana	A	A						
Maine	A	A	A	A	A		A	
Maryland			A	A	A	A		

Table B.21: Listening Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Massachusetts	A	A	A	A	A	A	A	A
Michigan		A		A	A		A	A
Minnesota								
Mississippi	A	A	A	A	A		A	
Missouri	A	A	A	A	A		A	
Montana	A	A	A	A	A		A	A
Nebraska		A						
New Hampshire	A	A	A	A	A		A	
New Jersey	A	A	A	A	A		A	
New Mexico	A	A	A	A	A		A	
New York								
Nevada								
North Carolina	A	A	A	A	A		A	
North Dakota	A	A	A	A	A		A	
Ohio	A	A		A				

Table B.21: Listening Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Oklahoma	A	A	A		A		A	
Oregon	A	A		A	A			A
Pennsylvania	A	A	A	A	A		A	
Rhode Island	A	A	A	A	A		A	
South Carolina	A	A		A	A	A	A	A
South Dakota	A	A	A	A	A		A	
Tennessee								
Texas								
Utah	A					A		
Vermont	A	A	A	A	A		A	
Virginia	A	A	A	A	A		A	
Washington	A	A		A				
West Virginia	A	A						
Wisconsin	A	A	A	A	A		A	
Wyoming	A	A	A	A	A		A	
District of Columbia	A	A	A	A	A		A	
Total	A=38	A=39	A=29	A=34	A=32	A=6	A=31	A=9

Table B.22: Speaking Accommodations Presentation (1 of 2)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Alabama	A	A				A	P	A	
Alaska	A	A				A	P	A	
Arizona	A							A	
Arkansas	A	A				A			
California	A	A				A	AI	A	
Colorado	A	A				A	A		
Connecticut									
Delaware	A	A				A	P	A	
Florida	A	AC		A		A	P	A	
Georgia	A	A				A	P	A	
Hawaii	A	A				A	P	A	
Idaho	A	A	A	P		A	P	A	
Illinois	A	A				A	P	A	
Indiana						P	P	P	P
Iowa									
Kansas	A	A		A		A			
Kentucky	A	A				A	P	A	
Louisiana	A	A	A	A	A	A	A	A	
Maine	A	A				A	P	A	
Maryland	A	A	AC	AC	A	A			A
Massachusetts			A	P		P		A	A

Table B.22: Speaking Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Michigan	A	AC	A		AI	A	A	A	A
Minnesota	A	A				A	P		
Mississippi	A	A				A	P	A	
Missouri	A	A				A	P	A	
Montana	A	A	A			A	A	A	
Nebraska	A	A						A	
New Hampshire	A	A				A	P	A	
New Jersey	A	A				A	P	A	
New Mexico	A	A				A	P	A	
New York	A	A				P	P		
Nevada									
North Carolina	A	A				A	P	A	
North Dakota	A	A				A	P	A	
Ohio	A	A							
Oklahoma	A	A				A	P	A	
Oregon						A		A ¹	
Pennsylvania	A	A				A	P	A	
Rhode Island	A	A				A	P	A	
South Carolina						A	A	A	A
South Dakota	A	A				A	P	A	
Tennessee		A							
Texas	A								

Table B.22: Speaking Accommodations Presentation (1 of 2) (continued)

State	Large Print	Braille	Read Aloud Directions	Read Aloud Questions	Screen Reader/Text to Speech	Sign Interpret Directions	Sign Interpret Questions	Repeat/Re-read/Clarify Directions	Visual Cues
Utah	A	A			P	P	P		
Vermont	A	A				A	P	A	
Virginia	A	A				A	P	A	
Washington	A	P	P	P		P	P	A ¹	
West Virginia		P							
Wisconsin	A	A				A	P	A	
Wyoming	A	A				A	P	A	
District of Columbia	A	A				A	P	A	
Total	A=42 P=1	A=38 AC=2 P=2	A=5 AC=1 P=1	A=3 AC=1 P=3	A=2 AI=1 P=1	A=37 P=5	A=5 AI=1 P=31	A=36 P=1	A=4 P=1

¹Oregon and Washington allowed repeat/reread directions, but not clarify.

Table B.22: Speaking Accommodations Presentation (2 of 2)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Alabama	P	A	P	A	P	P	A	A	
Alaska	P	A	P	A	P	P	A	A	
Arizona		P	P	A					
Arkansas					A				
California									
Colorado									
Connecticut									
Delaware	P	A	P	A	P	P	A	A	
Florida	P	A	P	A			A		
Georgia	P	A	P	A	P	P	A	A	
Hawaii	P	A	P	A	P	P	A	A	
Idaho		A		A				A	
Illinois	P	A	P	A	P	P	A	A	
Indiana	P	P	P						
Iowa									
Kansas					A		A		
Kentucky	P	A	P	A	P	P	A	A	
Louisiana		P	P					A	A

Table B.22: Speaking Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Maine	P	A	P	A	P	P	A	A	
Maryland									
Massachusetts	P	P	P	A	A	P		A	
Michigan	P	AC	P	A					
Minnesota	P	A	P		A				
Mississippi	P	A	P	A	P	P	A	A	
Missouri	P	A	P	A	P	P	A	A	
Montana		P	P	A					
Nebraska									
New Hampshire	P	A	P	A	P	P	A	A	
New Jersey	P	A	P	A	P	P	A	A	
New Mexico	P	A	P	A	P	P	A	A	
New York									
Nevada									
North Carolina	P	A	P	A	P	P	A	A	
North Dakota	P	A	P	A	P	P	A	A	
Ohio									
Oklahoma	P	A	P	A	P	P	A	A	
Oregon		A						A	
Pennsylvania	P	A	P	A	P	P	A	A	

Table B.22: Speaking Accommodations Presentation (2 of 2) (continued)

State	Oral Reading of Test in Native Language	Native Language Translation of Directions	Native Language Translation of Test	Familiar Examiner	Tape Recorder	Additional Examples	Prompt/Encourage Student	Student Reads Test Aloud	Directions Marked by Teacher
Rhode Island	P	A	P	A	P	P	A	A	
South Carolina								A	
South Dakota	P	A	P	A	P	P	A	A	
Tennessee									
Texas								A	
Utah		P	P						
Vermont	P	A	P	A	P	P	A	A	
Virginia	P	A	P	A	P	P	A	A	
Washington		P	P						A
West Virginia									
Wisconsin	P	A	P	A	P	P	A	A	
Wyoming	P	A	P	A	P	P	A	A	
District of Columbia	P	A	P	A	P	P	A	A	
Total	P=29	A=28 AC=1 P=7	P=34	A=30	A=4 P=24	P=25	A=26	A=29	A=2

Table B.23: Speaking Accommodations Response (1 of 2)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Alabama		P				
Alaska		P				
Arizona			A			
Arkansas			A			
California				A	P	
Colorado			A			A
Connecticut						
Delaware		P				
Florida		A		A	AC	A
Georgia		P				
Hawaii		P				
Idaho						
Illinois		P				
Indiana		P				
Iowa						
Kansas	A					
Kentucky		P				
Louisiana		A	A	A	P	A
Maine		P				
Maryland	A		A	A	A	A
Massachusetts			P	A	A	A

Table B.23: Speaking Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Michigan	AC	A	AC		A	
Minnesota	A		A	A	A	A
Mississippi		P				
Missouri		P				
Montana			A	A		A
Nebraska			A			
New Hampshire		P				
New Jersey		P				
New Mexico		P				
New York			A	A		
Nevada						
North Carolina		P				
North Dakota		P				
Ohio			A	A	A	
Oklahoma		P				
Oregon				A		
Pennsylvania		P				
Rhode Island		P				
South Carolina	A			A	A	A
South Dakota		P				
Tennessee			A			
Texas					AC	

Table B.23: Speaking Accommodations Response (1 of 2) (continued)

State	Braille	Sign Response	Proctor/ Scribe	Computer or Machine	Write in Test Booklets	Communication Device
Utah			A	A	A	A
Vermont		P				
Virginia		P				
Washington		P	A			A
West Virginia				A		
Wisconsin		P				
Wyoming		P				
District of Columbia		P				
Total	A=4 AC=1	A=3 P=26	A=13 AC=1 P=1	A=13	A=7 AC=1 P=2	A=10

Table B.23: Speaking Accommodations Response (2 of 2)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Alabama		P	P		P		
Alaska		P	P		P		
Arizona	P	P	P				
Arkansas					A		
California		P			P		
Colorado							
Connecticut		P					
Delaware		P	P		P		
Florida	P	P		A		AC	
Georgia		P	P		P		
Hawaii		P	P		P		
Idaho	P	P	AI				
Illinois		P	P		P		
Indiana			P				
Iowa							
Kansas	P	P					
Kentucky		P	P		P		
Louisiana	P	P	P		A		A
Maine		P	P		P		
Maryland		P			A		A

Table B.23: Speaking Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Massachusetts	P	P	P	AC	A		A
Michigan	AI	AI	AC/AI	A	A		
Minnesota	P	P	P	A			
Mississippi		P	P		P		
Missouri		P	P		P		
Montana							
Nebraska							
New Hampshire		P	P		P		
New Jersey		P	P		P		
New Mexico		P	P		P		
New York					A		
Nevada							
North Carolina		P	P		P		
North Dakota		P	P		P		
Ohio					A		
Oklahoma		P	P		P		
Oregon		P					
Pennsylvania		P	P		P		
Rhode Island		P	P		P		
South Carolina		P			A		
South Dakota		P	P		P		

Table B.23: Speaking Accommodations Response (2 of 2) (continued)

State	Spell Checker/ Assistance	Bilingual Dictionary	Native Language Response	Pointing	Tape Recorder	Answer Orally	Help Navigate or Track Items/Place Answers Correctly
Tennessee							
Texas							
Utah	P	P			A		
Vermont		P	P		P		
Virginia		P	P		P		
Washington	P	P					A
West Virginia	P						
Wisconsin		P	P		P		
Wyoming		P	P		P		
District of Colum- bia		P	P		P		
Total	AI=1 P=10	AI=1 P=37	AI=1 AC/AI=1 P=29	A=3 AC=1	A=9 P=25	AC=1	A=4

Table B.24: Speaking Accommodations Equipment (1 of 2)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Alabama	A	A	A	A		A	A
Alaska	A	A	A	A		A	A
Arizona	A	A		A		A	A
Arkansas	A					A	
California	A	A	A	A	A	A	A
Colorado							
Connecticut							
Delaware	A	A	A	A		A	A
Florida	A	A	A	A			A
Georgia	A	A	A	A		A	A
Hawaii	A	A	A	A		A	A
Idaho			A	A		A	A
Illinois	A	A	A	A		A	A
Indiana							
Iowa							
Kansas	A						
Kentucky	A	A	A	A		A	A
Louisiana	A			A	A		
Maine	A	A	A	A		A	A
Maryland	A	A		A	A	A	A

Table B.24: Speaking Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Massachusetts	A	A	A	A	A	A	A
Michigan	A	A	A	A		A	A
Minnesota				A		A	
Mississippi	A	A	A	A		A	A
Missouri	A	A	A	A		A	A
Montana	A	A		A		A	
Nebraska							
New Hampshire	A	A	A	A		A	A
New Jersey	A	A	A	A		A	A
New Mexico	A	A	A	A		A	A
New York							
Nevada							
North Carolina	A	A	A	A		A	A
North Dakota	A	A	A	A		A	A
Ohio							
Oklahoma	A	A	A	A		A	A
Oregon	A	A	A	A	A	A	A
Pennsylvania	A	A	A	A		A	A
Rhode Island	A	A	A	A		A	A
South Carolina	A	A	A	A	A	A	A
South Dakota	A	A	A	A		A	A

Table B.24: Speaking Accommodations Equipment (1 of 2) (continued)

State	Magnification Equipment	Amplification Equipment	Light/Acoustics	Special Paper	Audio/Video Equipment	Noise Buffer	Adaptive or Special Furniture
Tennessee							
Texas							
Utah	A	A					
Vermont	A	A	A	A		A	A
Virginia	A	A	A	A		A	A
Washington	A	A		A		A	A
West Virginia							
Wisconsin	A	A	A	A		A	A
Wyoming	A	A	A	A		A	A
District of Columbia	A	A	A	A		A	A
Total	A=38	A=35	A=31	A=37	A=6	A=36	A=34

Table B.24: Speaking Accommodations Equipment (2 of 2)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Alabama	A	A	A	A	A		
Alaska	A	A	A	A	A		
Arizona			A		A		
Arkansas							
California							
Colorado							
Connecticut							
Delaware	A	A	A	A	A		
Florida				A		P	A
Georgia	A	A	A	A	A		
Hawaii	A	A	A	A	A		
Idaho							
Illinois	A	A	A	A	A		
Indiana							
Iowa							
Kansas							
Kentucky	A	A	A	A	A		
Louisiana			A				
Maine	A	A	A	A	A		
Maryland					A	AC	A

Table B.24: Speaking Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Massachusetts			A				A
Michigan			A	A			
Minnesota							
Mississippi	A	A	A	A	A		
Missouri	A	A	A	A	A		
Montana							
Nebraska							
New Hampshire	A	A	A	A	A		
New Jersey	A	A	A	A	A		
New Mexico	A	A	A	A	A		
New York							
Nevada							
North Carolina	A	A	A	A	A		
North Dakota	A	A	A	A	A		
Ohio							
Oklahoma	A	A	A	A	A		

Table B.24: Speaking Accommodations Equipment (2 of 2) (continued)

State	Slant Board/Wedge	Color Overlay	Pencil Grip/Special Writing Tool	Magnet/Tape	Place Marker	Scratch Paper	Highlighter
Oregon							
Pennsylvania	A	A	A	A	A		
Rhode Island	A	A	A	A	A		
South Carolina		A					
South Dakota	A	A	A	A	A		
Tennessee							
Texas						AC	
Utah							
Vermont	A	A	A	A	A		
Virginia	A	A	A	A	A		
Washington					A		
West Virginia							
Wisconsin	A	A	A	A	A		
Wyoming	A	A	A	A	A		
District of Columbia	A	A	A	A	A		
Total	A=24	A=25	A=28	A=26	A=27	AC=2 P=1	A=3

Table B.25: Speaking Accommodations Timing/Scheduling

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Alabama	A	A	A		P
Alaska	A	A	A		P
Arizona	A	A		A	
Arkansas	A				
California	A	A	A	A	A
Colorado					
Connecticut					
Delaware	A	A	A		P
Florida	A	A	A	A	A
Georgia	A	A	A		P
Hawaii	A	A	A		P
Idaho	A	A	A	A	
Illinois	A	A	A		P
Indiana					
Iowa					
Kansas					
Kentucky	A	A	A		P
Louisiana	A	A	A	A	
Maine	A	A	A		P
Maryland	A	A	A	A	A
Massachusetts	A	A	P	A	P
Michigan	A	A		A	P
Minnesota	A				P
Mississippi	A	A	A		P
Missouri	A	A	A		P
Montana		A		A	
Nebraska	A				
New Hampshire	A	A	A		P
New Jersey	A	A	A		P
New Mexico	A	A	A		P
New York					

Table B.25: Speaking Accommodations Timing/Scheduling (continued)

State	Extended Time	With Breaks	Multiple Sessions	Time Beneficial to Student	Over Multiple Days
Nevada					
North Carolina	A	A	A		P
North Dakota	A	A	A		P
Ohio	A				
Oklahoma	A	A	A		P
Oregon				A	
Pennsylvania	A	A	A		P
Rhode Island	A	A	A		P
South Carolina	A	A	A	A	A
South Dakota	A	A	A		P
Tennessee					
Texas		A			
Utah		A		A	
Vermont	A	A	A		P
Virginia	A	A	A		P
Washington		A			A
West Virginia			A	A	
Wisconsin	A	A	A		P
Wyoming	A	A	A		P
District of Columbia	A	A	A		P
Total	A=37	A=37	A=31 P=1	A=13	A=5 P=27

Table B.26: Speaking Accommodations Setting

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Alabama	A	A	A	A	A		A	A
Alaska	A	A	A	A	A		A	
Arizona	A	A			A			
Arkansas	A	A						
California	A	A	A	A			A	
Colorado								
Connecticut								
Delaware	A	A	A	A	A		A	
Florida	A	A				A	A	A
Georgia	A	A	A	A	A		A	
Hawaii	A	A	A	A	A		A	
Idaho	A	A	A	A	A	A	A	A
Illinois	A	A	A	A	A		A	
Indiana								
Iowa								
Kansas				A				
Kentucky	A	A	A	A	A		A	
Louisiana	A	A						
Maine	A	A	A	A	A		A	
Maryland			A	A	A	A		
Massachusetts	A	A	A	A	A	A	A	A

Table B.26: Speaking Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Michigan		P		A	A		A	A
Minnesota								
Mississippi	A	A	A	A	A		A	
Missouri	A	A	A	A	A		A	
Montana	A	A	A	A	A		A	A
Nebraska		A						
New Hampshire	A	A	A	A	A		A	
New Jersey	A	A	A	A	A		A	
New Mexico	A	A	A	A	A		A	
New York								
Nevada								
North Carolina	A	A	A	A	A		A	
North Dakota	A	A	A	A	A		A	
Ohio	A	A		A				
Oklahoma	A	A	A		A		A	
Oregon	A	A		A	A			A
Pennsylvania	A	A	A	A	A		A	
Rhode Island	A	A	A	A	A		A	
South Carolina	A	A		A	A	A	A	A
South Dakota	A	A	A	A	A		A	
Tennessee								

Table B.26: Speaking Accommodations Setting (continued)

State	Individual	Small Group	Carrel	Separate Room	Seat Location/ Proximity	Minimize Distraction	Student's Home/ Hospital	Sped/ESL Class
Texas								
Utah	A					A		
Vermont	A	A	A	A	A		A	
Virginia	A	A	A	A	A		A	
Washington	A	A		A				
West Virginia	A	A						
Wisconsin	A	A	A	A	A		A	
Wyoming	A	A	A	A	A		A	
District of Columbia	A	A	A	A	A		A	
Total	A=38	A=38 P=1	A=29	A=34	A=32	A=6	A=31	A=8

Table B.27: Administration Guidelines

State	Has Scribe Guidelines	Has Reader Guidelines	Has Signing Guidelines			Has Translation Guidelines	Has Transcribe Guidelines
			Directions	Questions	Response		
Alabama	Y						Y
Alaska	Y						Y
Arizona							
Arkansas							
California							
Colorado							
Connecticut							
Delaware	Y						Y
Florida							Y
Georgia	Y						Y
Hawaii	Y						Y
Idaho							
Illinois	Y						Y
Indiana							
Iowa							
Kansas							
Kentucky	Y						Y
Louisiana	Y	Y	Y	Y	Y		Y
Maine	Y						Y
Maryland	Y	Y	Y	Y	Y		Y
Massachusetts	Y	Y					Y

Table B.27: Administration Guidelines (continued)

State	Has Scribe Guidelines	Has Reader Guidelines	Has Signing Guidelines			Has Translation Guidelines	Has Transcribe Guidelines
			Directions	Questions	Response		
Michigan	Y						Y
Minnesota	Y					Y	
Mississippi	Y						Y
Missouri	Y						Y
Montana							
Nebraska							
New Hampshire	Y						Y
New Jersey	Y						Y
New Mexico	Y						Y
New York	Y						
Nevada							
North Carolina	Y						Y
North Dakota	Y						Y
Ohio		Y					Y
Oklahoma	Y						Y
Oregon							
Pennsylvania	Y						Y
Rhode Island	Y						Y
South Carolina	Y	Y	Y	Y		Y	
South Dakota	Y						Y
Tennessee							

Table B.27: Administration Guidelines (continued)

State	Has Scribe Guidelines	Has Reader Guidelines	Has Signing Guidelines			Has Translation Guidelines	Has Transcribe Guidelines
			Directions	Questions	Response		
Texas	Y				Y		Y
Utah	Y						
Vermont	Y						Y
Virginia	Y						Y
Washington	Y						Y
West Virginia							
Wisconsin	Y						Y
Wyoming	Y						Y
District of Columbia	Y						Y
Total	34	5	3	3	4	1	32

Table B.28: Comparison of Select Accommodation Policies Across States with Online ELPAs

Accommodation	State Policy
Large Print	Allowed Reading and Writing (MA)
	No information (OR)
	Allowed all domains (TX)
Braille	Not available any domain (MA)
	No information (OR)
	Not available any domain (TX)
Read Aloud Directions	Allowed on writing, but allowed with implications for one or more other domains (MA)
	No information (OR)
	No information (TX)
Read Aloud Questions	Allowed for Writing passages/questions, not allowed other domains (MA)
	No information (OR)
	No information (TX)
Braille	Not available now any domain (MA)
	No information (OR)
	No information (TX)
Magnifier	Allowed one or more domains (MA)
	Allowed all domains - includes software (OR)
	Allowed on Reading - unclear other domains (TX)
Writing in Test Booklets	Allowed for one or more domains (MA)
	No information (OR)
	Allowed on paper version for one or more domains (TX)
Scratch Paper	No information (MA)
	No information (OR)
	Allowed for online version only (TX)

Table B.28: Comparison of Select Accommodation Policies Across States with Online ELPAs (continued)

Accommodation	State Policy
Photocopies	No information (MA)
	No information (OR)
	Allowed on paper version of Reading test only in Grades 2-12 (TX)
Manipulating Test Materials for Students	No information (MA)
	Allowed all domains (OR)
	Allowed all domains (TX)